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ABSTRACT

This document consists of the last two issues of the now discontinued printed "ERIC Administrative Bulletin" (EAB). For nearly twenty years, EAB was the internal "house organ" of the Educational Resources Information Center (ERIC), the nationwide bibliographic information system covering the educational literature. ERIC is sponsored by the Office of Educational Research and Improvement (OERI) within the U.S. Department of Education. The EAB was prepared by the ERIC Processing and Reference Facility on the basis of material submitted by the ERIC Clearinghouses and other components of the ERIC system. All EAB articles were reviewed and approved by the ERIC Program Office before publication. The EAB was distributed solely within the ERIC system (approximately 20 contractors) and was intended as an internal newsletter or journal of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB was also a permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy and priority statements, Clearinghouse scope statement modifications, "ERIC Processing Manual" revisions, etc.). Major categories for announcements were: Action Items; Network News; Vendor News, International News; Personnel; Clearinghouse Publications; and Meetings Participated In. All new forms and all major reports commonly were included as attachments to EAB issues. (WTB)

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ED 432 313

EAB ERIC® ADMINISTRATIVE BULLETIN

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Educational Resources Information Center, Office of Educational Research and Improvement, Washington, D.C. 20208

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
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Assistant Secretary Named

Sharon P. Robinson, a former classroom teacher, has been confirmed by the U.S. Senate as the new Assistant Secretary for Educational Research and Improvement.

Before joining OERI, Robinson was director of the National Education Association's National Center for Innovation, NEA's research and development unit. She also directed the Center's Teacher Education Initiative.

A native of Louisville, Kentucky, Robinson earned a doctorate from the University of Kentucky in educational administration in 1979. Besides NEA, she belongs to a number of professional associations, including the Association of Teacher Educators, the Association for Supervision and Curriculum Development, and the American Educational Research Association. ■

OERI Bulletin, Spring/Summer 1993 Bulletin 1

DEPARTMENT OF EDUCATION/OERI/ERIC

ERIC CLEARINGHOUSE COMPETITION RESULTS

During the last quarter of 1992 and the first quarter of 1993, the contracts for the sixteen (16) ERIC Clearinghouses were competed. Two Clearinghouses shifted to new host institutions: (1) The ERIC Clearinghouse on Tests, Measurement, and Evaluation (TM), previously at the American Institutes for Research (AIR), moved to Catholic University; (2) the ERIC Clearinghouse on Counseling and Personnel Services (CG), previously at the University of Michigan, moved to the University of North Carolina at Greensboro.

All the new contracts are five year contracts and all began in June 1993. There were a total of seven name changes, as follows:

New/Old Name

New: Counseling and Student Services
Old: Counseling and Personnel Services

New: Disabilities and Gifted Education
Old: Handicapped and Gifted Children

New: Information and Technology
Old: Information Resources

New: Community Colleges
Old: Junior Colleges

New: Reading, English, and Communication
Old: Reading and Communication Skills

New: Teaching and Teacher Education
Old: Teacher Education

New: Assessment and Evaluation
Old: Tests, Measurement, and Evaluation

Attachment 1 is the OERI Press Release that announced the results of the competition. **Attachment 2** is the *Education Daily* (June 25, 1993) article that announced the results, based on an interview with ERIC Director, Bob Stonehill.

REAUTHORIZATION OF OERI/ERIC

S.1275, the bill to reauthorize the Office of Educational Research and Improvement, was considered by the Senate Committee on Labor and Human Resources in early 1992 and a report (Report 102-269) recommended that the bill (as amended) should pass. That recommendation has yet to be acted on by the Congress, but the comments in the report excerpted below (p.25) on reauthorizing ERIC are of interest:

> Subparagraph (2)(p) reauthorizes the Education Resources Information Clearinghouses. The Committee recognizes that the clearinghouses are an effective method of providing information to the field, and basically reauthorizes them in their present form. However, the Committee believes that ERIC could do a better job of coordinating and selecting key social science journals to be indexed. Therefore, we have directed ERIC to develop a coherent policy for the abstracting of books, periodicals, reports, and other materials related to education. The authorization level for the ERICs is $7 million in fiscal year 1993 and such sums as may be necessary for each of the fiscal years 1994 through 1999.

WITHDRAWAL OF PLAN TO CHARGE VENDORS USAGE FEES FOR ERIC DATABASE

In August 1990, at the suggestion of the ERIC Directors, a proposal was drafted to charge usage fees for the use of the ERIC database in machine-readable form. The major component of the proposal was a 10% fee that would have been imposed on online and CD-ROM vendors. Income generated from such a fee would have been held by the ERIC Facility and used for needed system improvements. This proposal generated a lot of discussion and considerable objection from the American Library Association (who felt that it would result in librarians paying more for ERIC) and from the Information Industry Association (who objected on behalf of the vendors who would have had to share their ERIC revenues). These groups made their objections known to the cognizant Congressional committee and, as a result, the fee proposal has been shelved, at least for the time being.

A letter from the Director of ERIC, dated April 9, 1993, went to all ERIC database recipients and other interested parties, announcing the withdrawal of the usage fee proposal (see **Attachment 3**).

"DEPARTMENT OF EDUCATION" AND "ERIC" WRITE-UPS IN NEW REFERENCE WORK INTRODUCTION TO UNITED STATES GOVERNMENT INFORMATION SOURCES

The history, major dates, and authorizing legislation for the Department of Education somehow seem to come up regularly for ERIC staff members. In 1992 a new comprehensive reference work was published by Libraries Unlimited, *Introduction to United States Government Information Sources* (4th edition), by Joe Morehead and Mary Fetzer, which contains a very succinct summary of the Department history and uses the Superintendent of Document's classification numbers (as used in the GPO *Monthly Catalog*) to refer to the agency's components. (See **Attachment 4**.)

RESOURCES IN EDUCATION (RIE) IS ONE OF ONLY TWELVE SERIAL PUBLICATIONS WHOSE BACK COPIES ARE NEEDED AND ACCEPTED BY THE LIBRARY OF CONGRESS'S EXCHANGE & GIFT DIVISION

Surplus issues of unbound Government agency serials have, in the past, frequently been sent to the Library of Congress (LC) for their use in exchanging documents with foreign institutions. Recently, LC announced (see **Attachment 5**) that it would no longer accept unbound serial issues except in the case of twelve serials that are in high demand. It is gratifying to note that *Resources in Education* (RIE) is one of the twelve and that it's in distinguished company, e.g., *Journal of Research of the NIST*.

CLEARINGHOUSE NEWS

AskERIC—A NEW SERVICE FOR K-12 EDUCATORS, OPERATED BY ERIC/IR

AskERIC is a pilot Internet-based development and research project funded by the U.S. Department of Education as part of the ERIC Program and the SMARTLINE initiative. It is one of several projects located at Syracuse University designed to explore Internet usefulness and accessibility.

AskERIC solicits questions from K-12 educators sent as e-mail messages via the Internet network of networks. AskERIC undertakes to respond with an answer within 48 working hours, also via the Internet. Frequently, a quick preliminary response can be made directly by the AskERIC staff, followed later by a more complete response from the particular ERIC Clearinghouse dealing with the subject matter in question.

Attachment 6 is a flyer providing a complete description of the AskERIC service, together with e-mail addresses, telephone numbers, fax number, and mailing address. **Attachment 7** is an article on AskERIC that appeared in *NetTeach News*, "a newsletter for K-12 networking teachers". **Attachment 8** is a news notice on AskERIC that appeared in *Education Week* (June 9, 1993).

1. ERIC/IR Flyer
2. Article in *NetTeach News* (April/May 1993)
3. Notice in *Education Week* (June 9, 1993)

ERIC/EA BOOK WINS EdPRESS "EXCELLENCE IN EDUCATIONAL PUBLISHING" AWARD FOR 1993

A book by the ERIC Clearinghouse on Educational Management (EA) at the University of Oregon has been recognized for its excellence by a national association of educational journalists.

At-Risk Families and Schools: Becoming Partners won an award for best special publication in **EdPress's 1993 "excellence in educational publishing"** awards competition.

EdPress (the Educational Press Association of America) is an independent association of some 700 education periodicals and other organizations involved in educational communications. An awards banquet to honor winners was held in Philadelphia on June 10. The banquet was part of the 1993 Annual EdPress Conference.

A strength of *At-Risk Families and Schools: Becoming Partners* is that the author, Clearinghouse research analyst Lynn Balster Liontos, integrates both research and practice. As Don Davies of Boston University says in the Foreword, "Liontos pulls together and describes the various strands of theory, research, and demonstration that are necessary to understand and properly use the practical examples and how-to-do-it advice that are offered."

The book gives educators tools to reform attitudes, policies, and practices so they can reach out effectively to parents who are poor, nonwhite, or speak a language other than English.

ACCESS ERIC

Access ERIC has had a busy six months. This is reflected in a wide variety of communications they have had with the ERIC components (provided here as **Attachments 9** though **15**) and culminates in their detailed report to the ERIC Directors Meeting on June 22, 1993 (see **Attachment 16**).

The *Directory of ERIC Information Service Providers* is being revised for 1993. The data-gathering phase of this premiere reference work began in April 1993 and is just about to close.

The *ERIC Users Interchange* newsletter is scheduled for September 1993. Data-gathering for it began in July 1993.

The *Directory of Education-Related Information Centers* (1993 edition), *Catalog of ERIC Clearinghouse Publications* [in print] (1993 edition), *ERIC Review* issue devoted to "K-12 Computer Networking" (v2, n3), *Calendar of Education-Related Conferences*, and ERIC Annual Report (covering 1992 accomplishments), were all produced during the last 6 months. (See Order Forms in **Attachment 15**.)

Future initiatives will involve expanding ERIC networking activity to various non-Internet information services and bulletin boards used by teachers and identifying non-ERIC digest-like documents that can be added in full-text to the existing ERIC Digests Online file (see **Attachment 16**).

ORYX PRESS

ORYX PRESS CONSIDERS ERIC FULL-TEXT PRODUCT (MARKET SURVEY FORM)

An ERIC full-text product appears to be difficult to develop and sell during an economic downturn. The UMI prototype product "Compact ERIC" operated successfully, but was not put on the market because it was felt to be more expensive than the current market would bear.

EDRS has also investigated the possibility of an ERIC full-text product involving the same ERIC documents that they film, but the current economics of such a product have not yet been convincing. Oryx Press is now considering full-text products that might mix documents and articles in various ways. The Oryx Press market survey form, sent out to field users on June 16, 1993, appears as **Attachment 17**.

ERIC DOCUMENT REPRODUCTION SERVICE

RIE MICROFICHE STANDING ORDER CUSTOMERS BREAK 900 BARRIER

The ERIC Document Reproduction Service (EDRS) has announced that as of August 31, 1993, the number of ERIC Microfiche standing orders had reached a new high of 913 customers. See **Attachment 18** for a map showing the geographic distribution of these ERIC microfiche collections (virtually all of which, incidentally will be listed in the upcoming 1993 edition of the *Directory of ERIC Information Service Providers*.)

ERIC PROCESSING AND REFERENCE FACILITY

ERIC FACILITY REPORT TO THE DIRECTORS AND NATIONAL TECHNICAL MEETING (JUNE 21-24, 1993)

The ERIC Facility prepared a printed 6-page report as a handout for both the Directors Meeting and the National Technical Meeting (see **Attachment 19**). This document summarized all major accomplishments, problems, and issues dealt with by the Facility during the previous six month period. It contains 25 separate points and covers such diverse topics as the EPM, Usage fees, 800 numbers, Digests, Publications about ERIC, ERIC Ready References, ERIC Acquisitions Arrangements, *Dictionary of Education*, ERIC on DataStar, International ERIC, *International Bibliography of Higher Education*, Reproduction Release Forms on microfiche, ISSN number problems, Education-related books in ERIC, electronic journals/articles, Facility LAN, Internet, INET, ADR file expansion, etc.

BEST COPY AVAILABLE

ERIC ARTICLE FOR 1993 *BOWKER ANNUAL*

Each year the R.R. Bowker company invites the Facility to prepare an article on ERIC for their best-selling *Bowker Annual*. Formerly, ERIC received treatment only every 3-4 years, but in the last decade, ERIC has been prominent enough to warrant articles every year, similar to LC, NLM, NCLIS, etc. We always try to cover both basic statistics and accomplishments, major changes, and new initiatives. The article covering 1992 (for the 1993 edition) appears as **Attachment 20**.

LEXICOGRAPHY—PROPOSED REVISION OF VOCABULARY REVIEW PROCESS

In an effort to provide a more even flow of new terms across the year, the Chair of the Vocabulary Review Group (VRG) has drafted a revised procedure which is currently being discussed and refined. It is hoped that the new procedure, or something close to it, would be put into effect by January 1994, if not before. See **Attachment 21** for a draft of the latest version of the revised procedure.

REQUESTS FROM JOURNALS WANTING TO BE COVERED BY CIJE (FORM LETTER RESPONSE)

At least once a month lately the Facility has received a request from a journal editor or publisher that their journal be indexed in CIJE. We have no idea how many such requests are regularly being received by the Clearinghouses, but we imagine they are substantial. Such requests can be useful when they bring to ERIC's attention a hitherto unknown journal that really should be covered by CIJE.

The Facility formerly responded to such requests with a customized letter. Each such request would then be forwarded to the appropriate ERIC Clearinghouse for action. Lately, the volume of such requests has been increasing and we have come to the conclusion that a form response, telling each requester the *whole* story and the *same* story would be a more efficient process.

Attachment 22 is a copy of the form response we are putting into effect. It has been approved by the ERIC Program Office and may contain some useful ideas for Clearinghouses faced with making the same kind of response.

ERIC READY REFERENCES (COMPLETE LIST OF ALL PUBLISHED TO DATE, WITH COPIES OF RECENT NEW ONES)

Good ideas for useful new ERIC Ready References continue to come in from the ERIC Clearinghouses and other components and the Facility continues to act on them and convert them into handouts that all can use.

We now have a total of 19 Ready References, with the latest three being:

17A/B	Journals Currently Covered by CIJE
18	Field Labels/Tags in Use by Vendors for the ERIC Database
19	ERIC at a Glance. ERIC System Components Graphically Displayed

See **Attachment 23** for a complete list of all ERIC Ready References prepared to date, together with the date of last revision.

Copies of ERIC Ready References are available for the asking from the ERIC Facility.

INTERNATIONAL NEWS

INTERNATIONAL BIBLIOGRAPHY OF HIGHER EDUCATION (INTERNATIONAL ASSOCIATION OF UNIVERSITIES)

The *International Bibliography of Higher Education*, a product of the International Association of Universities (IAU), is now a going concern. Contributions are being received from several countries, including from ERIC/HE for the United States. Nevertheless, the project has several problems, some attributable to the minuscule staff IAU can afford to give it: Many potential contributors are not yet on board; no printed product has yet been prepared; technical questions, such as how to handle duplicate submissions, abound. A planning meeting to help consider and solve some of these problems is planned for September 13-14 in Paris at Unesco (see agenda, **Attachment 24**) and ERIC has been invited to attend. Bob Stonehill, Jon Fife, and Ted Brandhorst will likely be the attendees.

"INTERNATIONAL ERIC" (A NEW CD-ROM PRODUCT OF INTERED AND DIALOG INFORMATION SERVICES)

The first "International ERIC" CD-ROM is scheduled to be shipped in late October 1993. Final design work on the logo and on pricing is being wrapped up. The disk will contain (as separate files) the databases of the ERIC-equivalent organizations in Australia, Britain, and Canada: *Australian Education Index*; *British Education Index*; *Canadian Education Index*. The price will probably be around $750 per year. One interesting feature is that each file will be accompanied by its own specific "Thesaurus", each of which is to some extent based on ERIC, but each of which has its own national differences. A "prospectus" for this new product is **Attachment 25**.

VENDOR NEWS

DIALOG

DIALOG BUYS DATASTAR

In March 1993, Knight-Ridder, the owners of DIALOG Information Services, announced the acquisition of the major European online service, DataStar. It was anticipated that the two companies would continue to operate as two separate services for the time being, with areas of eventual merger being carefully studied before changes are made. A letter, press release, and series of questions and answers on the acquisition appear as **Attachment 26**.

KNOWLEDGE INDEX MOVES TO COMPUSERVE

In March 1993, DIALOG announced that Knowledge Index (DIALOG's reduced price, after-hours service) will be accessible worldwide (except for Korea) exclusively through the CompuServe Information Service. DIALOG will continue to maintain the databases and system operations, while marketing, customer support, and administration will be conducted by CompuServe (see **Attachment 27**).

DIALOG OnDISC ERIC — 1993 PRICES

DIALOG announced late in 1992 that there would be new, reduced prices for its ERIC OnDisc product. The table below shows both the old and new prices. Prices for renewals dropped 14%. Prices for the current disc only dropped 20%. Prices for the complete product dropped 8%.

	New Price	Old Price
Current Product (1983-present) Product Code: 2001101	$ 650	$ 795
Complete Product (1966-present) Product Code: 1001101	$1,195	$1,295
Renewal on either	$ 645	$ 750

BRIAN ALLEN (DIALOG'S DATABASE MANAGER FOR ERIC) CHANGES ADDRESS AND TELEPHONE NUMBER

You may recall that responsibility for ERIC within the DIALOG organization is split between two people: (1) Eireann Carroll, at DIALOG's headquarters is responsible for financial and administrative matters, (2) Brian Allen, in Colorado, is responsible for technical matters (including any problems, conversions, new fields, etc.). Brian operates out of his home and has recently moved to Elizabeth, Colorado. The letter announcing his new location and telephone number is **Attachment 27**.

SILVERPLATTER

SILVERPLATTER DISCONTINUES SUPPLYING NETWORK HARDWARE (THIRD PARTY VENDORS TO SUPPLY HARDWARE)

In January 1993, SilverPlatter announced that it will cease supplying the hardware required for CD-ROM networking systems. As networking technology has become more readily available, it is possible for SilverPlatter to remove itself from the hardware business and to concentrate on its core software and database development business. SilverPlatter will recommend authorized third party vendors. (See the Press Release appearing as **Attachment 29**.)

SILVERPLATTER ADDS DIGEST FULL-TEXT TO ERIC CD-ROM

SilverPlatter is the first CD-ROM vendor to add the full-text of ERIC Digests to their CD-ROM product. (DIALOG will shortly follow suit with their ERIC OnDisc product.)

ERIC Digests have been available in full-text online from DIALOG for some time and are rapidly spreading to various Internet sources. Their availability on the CD-ROM products was only a matter of time. (See **Attachment 30** for SilverPlatter's press release and shipping note on the topic.)

BRS DATABASES NOW ACCESSIBLE VIA INTERNET

BRS announced late in 1992 that all the databases offered by either BRS or ORBIT can now be accessed via the Internet, using the "TELNET" remote login application. ERIC is offered by BRS but is no longer offered by ORBIT. The details of this option are contained in a Press Release (see **Attachment 31**).

ADDITIONAL CD-ROM VENDORS OFFER ERIC: EBSCO AND NISC

The extreme low price of the ERIC database and the absence of any royalties or usage fees has led to a number of vendors offering ERIC on CD-ROM at bargain basement prices. The two newest entrants to this club are EBSCO Publishing and National Information Services Corporation (NISC).

EBSCO

EBSCO is offering the full file at $1,295 and annual subscriptions to the Current Disc only for $695 (see **Attachment 31**).

NATIONAL INFORMATION SERVICES COMPANY (NISC)

NISC is offering ERIC as a free bonus with direct subscriptions to any other NISC product priced $595 or higher. (See **Attachment 32**.)

WRITINGS OF INTEREST TO ERIC (See Attachments 34-39)

The EAB regularly produces articles and notices that are relevant to ERIC. Item 1 describes the Clinton Administration's emphasis on making Government information available at cost—a policy that strikes directly at any ERIC hopes of realizing revenues from vendor use of its database. Item 2 is a brief article by Lilian Katz (ERIC/PS) that appeared in the prestigious *New York Times*. Items 3 and 4 are both statements by the recently-departed head of OERI, Diane Ravitch. It is always interesting to see what ex-Assistant Secretaries say when they are no longer constrained by the job. Item 5 describes the ILLINET Online Network in Illinois and is of interest because of the prominent way the ERIC database is featured. Item 6 deals with electronic journals, a subject that is currently on ERIC's plate to consider vis-a-vis ERIC database coverage policies.

PERSONNEL NEWS

LYNN SMARTE JOINS ACCESS ERIC

Lynn Smarte, who only recently returned to the EC Clearinghouse after a few years as a teacher, has been selected as the next Director of Access ERIC. She will assume her new duties in September 1993.

Lynn brings to the position many years of experience with ERIC and unmatched skills in dealing with users effectively. She is an ideal choice for the outreach arm of ERIC and her well-deserved advancement should be welcome to all.

FRED WEINTRAUB LEAVES ERIC/EC, REPLACED BY BRUCE RAMIREZ

The following notice was recently placed on ERIC e-mail by the EC Clearinghouse:

> ERIC is losing Fred Weintraub as Director of the Clearinghouse on Disabilities and Gifted Education. The Council for Exceptional Children has been undergoing a lot of reorganization of late, as many of you may already know. Fred's division and another have been merged, but Fred will stay on at CEC for the immediate future. The new Clearinghouse director is Bruce Ramirez, who has worked with Fred and others at CEC for over 15 years. We welcome him to the ERIC family and look forward to working with him. Our thanks and best wishes to Fred and hopes for his continued support to ERIC.

ELIZABETH DEFILIPPO LEAVES USER SERVICES POST AT ERIC/HE

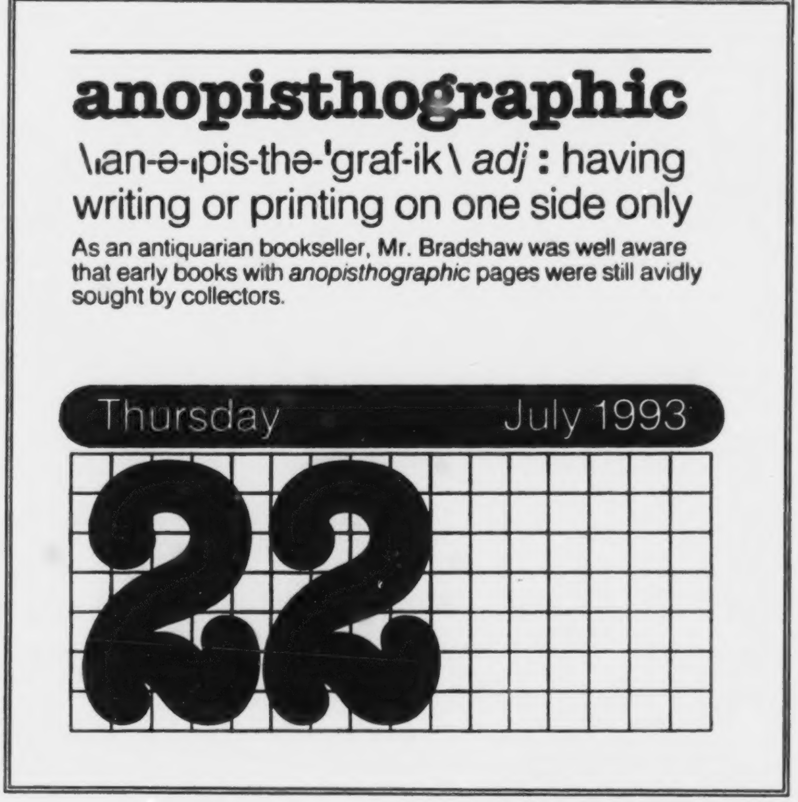
The following notice was recently placed on ERIC e-mail by the HE Clearinghouse:

> I would like to announce that I am resigning as the User Services Coordinator at ERIC/HE because I am moving to LA to seek my fortune (and sunshine)! It was wonderful working with everyone in the ERIC system. I learned a great deal during my 5 years with ERIC/HE. The Tech meeting was a highlight because I was able to put names with faces. I hope that in the future I will work for the ERIC system.
>
> I wish you all the best and I will miss you!

(From Walker's Highly Abridged Dictionary)

EDITOR (éd-i-ter), n. (L.), 1. One who edits, or alters another's writing. 2. A high priest of prose; a saviour to the uncertain and an arch-fiend to the self-satisfied. 3. The final repository of blame for a publication's textual faults. 4. A gadfly, hair-splitter, magician, intermittent ghost-writer, pedant, interpreter, and egotist. 5. One who, unlike a writer, is excused from the necessity of beginning anything.

◆



anopisthographic

\ˌan-ə-ˌpis-thə-ˈgraf-ik\ *adj* : having writing or printing on one side only

As an antiquarian bookseller, Mr. Bradshaw was well aware that early books with *anopisthographic* pages were still avidly sought by collectors.

Thursday July 1993

22

Attachments

UNITED STATES
DEPARTMENT OF EDUCATION NEWS

FOR RELEASE
July 29, 1993

Contact: Melinda Kitchell
(202) 401-1008

EDUCATION DEPARTMENT EXPANDING INFORMATION CENTERS; CLASSROOM TEACHERS TO HAVE NEW RESOURCES AVAILABLE

The U.S. Department of Education today announced the award of new contracts to significantly expand the operations of its 16 Educational Resources Information Center (ERIC) Clearinghouses. The ERIC system is the world's largest source of educational materials and information. Funding will total nearly $6 million for the first year of the five-year contracts to operate the ERIC Clearinghouses.

"Expanding the reach of ERIC will enable more teachers to locate materials that help improve both classroom teaching and learning," said U.S. Secretary of Education Richard W. Riley. "To reach the national education goals, we must make resources available to classroom teachers."

OERI will also expand the "AskERIC," service, an Internet-based electronic system that provides teachers with personalized answers to education questions within 48 hours. Now operating in three states as a prototype, AskERIC soon will answer teacher questions nationwide, offer lesson plans via direct computer access, and conduct searches.

Users may call ACCESS ERIC at 1-800-LET-ERIC for general information about ERIC's products and services. Specific information is provided by the ERIC Clearinghouses.

The 16 ERIC clearinghouses are operated by universities and other education organizations. Under the new contracts, the clearinghouses will add books to the database, provide toll-free access, offer ERIC through the Internet and other computer networks, and select the most useful materials for dissemination.

-MORE-

Supported by the department's Office of Educational Research and Improvement (OERI), ERIC's database is available on-line, as well as on CD-ROM and in print. It contains descriptions of more than 800,000 documents and journal articles, as well as the full texts of selected research summaries. ERIC computer searches, microfiche collections, and print materials are currently available at more than 3,000 locations worldwide.

In 1992 ERIC Clearinghouses added 30,000 new items to the database, responded to 120,000 requests for education information, and produced more than 200 publications.

The following ERIC clearinghouse contracts and initial year funding estimates were announced:

California	Community Colleges University of California (Los Angeles) Arthur Cohen (310) 825-3931	$326,000
District of Columbia	Assessment and Evaluation Catholic University of America Lawrence Rudner (202) 319-5800	353,000
District of Columbia	Higher Education George Washington University Jonathan Fife (202) 296-2597	403,000
District of Columbia	Languages and Linguistics Center for Applied Linguistics Charles Stansfield (202) 429-9292	344,000
District of Columbia	Teaching and Teacher Education American Association of Colleges for Teacher Education Mary E. Dilworth (202) 293-2450	368,000
Illinois	Elementary and Early Childhood Education University of Illinois (Urbana) Lilian Katz (217) 333-1386	355,000
Indiana	Reading, English and Communication Indiana University (Bloomington) Carl Smith (812) 855-5847	425,000
Indiana	Social Studies/Social Science Education Indiana University (Bloomington) John Patrick (812) 855-3838	407,000

-MORE-

New York	Information and Technology Syracuse University (Syracuse) Michael Eisenberg (315) 443-3640	$415,000
New York	Urban Education Teachers College, Columbia University (New York City) Erwin Flaxman (212) 678-3433	355,000
North Carolina	Counseling and Student Services University of North Carolina (Greensboro) Garry Walz (919) 334-~~5100~~ 4114	337,000
Ohio	Adult, Career, and Vocational Education Ohio State University (Columbus) Susan Imel (614) 292-4353	392,000
Ohio	Science, Mathematics and Environmental Education Ohio State University (Columbus) David Haury (614) 292-6717	348,000
Oregon	Education Management University of Oregon (Eugene) Philip Piele (503) 346-5043	360,000
Virginia	Disabilities and Gifted Education Council for Exceptional Children (Reston) Fred Weintraub (703) 264-9474 (Note: Includes approximately $500,000 from department's Office of Special Education and Rehabilitative Services to conduct additional database-building activities.)	850,000
West Virginia	Rural Education and Small Schools Appalachia Educational Laboratory Craig Howley (800) 624-9120	324,000
	TOTAL	$5,862,000

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No Major Changes In 16 ERIC Clearinghouse Contracts

Sixteen groups have won five-year contracts to run the Education Department's computer research service, ED plans to announce today.

None of the contracts to operate Educational Resources Information Center (ERIC) clearinghouses changed hands, although two followed their directors to new universities.

The clearinghouse on assessment and evaluation, previously at the American Institutes for Research, moved to Catholic University of America with a first-year contract of about $353,000. The clearinghouse on counseling and student services, previously at the University of Michigan, went to the University of North Carolina at Greensboro with first-year funding of about $337,000.

This year's competition--with two new bidders, neither of which won contracts--was much quieter than the last round in 1988, when three of four new bidders won contracts, ERIC Director Robert Stonehill said in an interview.

The ERIC clearinghouses and their estimated first-year contracts are:

- Adult, career and vocational education, Ohio State University at Columbus, $392,000;
- Community colleges, University of California at Los Angeles, $326,000;
- Disabilities and gifted education, Council for Exceptional Children in Reston, Va., $351,000, plus about $500,000 from ED's Office of Special Education and Rehabilitative Services;
- Education management, University of Oregon at Eugene, $360,000;
- Elementary and early childhood education, University of Illinois at Urbana, $355,000;
- Higher education, George Washington University, Washington, D.C., $403,000;
- Information and technology, Syracuse University, Syracuse, N.Y., $415,000;
- Languages and linguistics, Center for Applied Linguistics, Washington, D.C., $344,000;
- Reading and communications, Indiana University at Bloomington, $425,000;
- Rural education and small schools, Appalachia Educational Laboratory, Charleston, W.Va., $324,000;
- Science, mathematics and environmental education, Ohio State University at Columbus, $348,000;
- Social studies and social science education, Indiana University at Bloomington, $407,000;
- Teaching and teacher education, American Association of Colleges for Teacher Education, Washington, D.C., $368,000; and
- Urban education, Teachers College, Columbia University, New York City, $355,000.

Stonehill said educators' capacity to use ERIC has grown tremendously in the past few years and is poised to expand even more through such global computer networks as Internet.

"Five years ago, nobody knew what Internet was," he said, adding that 28 states now have electronic teacher networks, and virtually all will within a few years. --Annette Licitra

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

April 9, 1993

Dear ERIC User:

In November, 1992, the Educational Resources Information Center (ERIC) Program requested public comment on the issues of copyright and user fees for online and CD-ROM uses of the ERIC database. Based on those comments, the Department of Education has decided to withdraw its permission allowing the contractor that produces the ERIC database to establish copyright, and to postpone indefinitely the implementation of a new user-based pricing structure for the ERIC database.

The Department received approximately 40 responses to the ERIC proposal. Most of the respondents were college and university librarians and administrators, but the Department also received comments from a number of national organizations--including the American Library Association--as well as school districts, state libraries, and state education agencies.

Most of the respondents were specifically opposed to copyrighting the ERIC database; almost an equal number were critical of the higher prices they might have to pay to use ERIC online or on CD-ROM. Although many of the comments were highly favorable toward the products and services available through ERIC, and many respondents acknowledged the need for ERIC improvements, respondents nevertheless were strongly opposed to the imposition of new user fees as the means to improve those services. Several letters explicitly endorsed the use of appropriated funds, rather than new user fees, to support ERIC program improvements. A small number of comments supported ERIC's user fee proposal.

Later this year, the Department will be recompeting the contract for the ERIC Processing and Reference Facility, which produces the ERIC database. The decisions discussed in this letter--to disapprove copyright and to at least delay new user fees--will become features of that new contract. Thank you for your continuing interest in ensuring that ERIC's products and services be of the highest possible quality, and be universally accessible at reasonable cost to educators, librarians, and the general public. We look forward to working with you on these areas of important and mutual concern.

Sincerely,

Robert M. Stonehill

Robert M. Stonehill
Director, Educational Resources
Information Center (ERIC)

WASHINGTON, D.C. 20208—

Department of Education

The Department of Education (ED) was created as an executive department by the Department of Education Organization Act, approved October 17, 1979 (93 Stat. 668). It traces its origins to the Bureau of Education, which was created as an independent agency by act of March 2, 1867 (14 Stat. 434), and transferred to the Department of the Interior on July 1, 1869 (I 16), by an act of July 20, 1868 (15 Stat. 106). In 1929, it was renamed the Office of Education and transferred to the Federal Security Agency (FS 5) by Reorganization Plan No. 1 of 1939, effective July 1, 1939. On April 11, 1953, the Office of Education became part of the newly created Department of Health, Education, and Welfare, which replaced the Federal Security Agency (HE 5).[9] The Education Amendments of 1972 (86 Stat. 327) created within the Department of Health, Education, and Welfare an Education Division (HE 19), under which was placed an Office of Education (HE 19.100),[10] National Institute of Education (HE 19.200),[11] and National Center for Education Statistics (HE 19.200).[12] The Education Division was transferred to the Department of Education in 1979.

During the Reagan administration, the Department of Education underwent various internal reorganizations under two secretaries of education. However, GPO failed to establish new SuDocs author symbols for subordinate agencies that were created or reorganized. Most publications issued by these subordinate agencies were given ED 1 class numbers. The Office of Educational Research and Improvement (OERI) absorbed the functions of the National Institute of Education (ED 1.300) and the National Center for Education Statistics (ED 1.100). The latter was first renamed Center for Statistics and, in 1987, Center for Education Statistics within the OERI. The Elementary and Secondary School Improvements Amendments of 1988 (Public Law 100-297) revitalized and restored its name and established the National Center for Education Statistics as a semi-independent agency within the department. The National Institute of Education was transferred to OERI by act of October 17, 1979 (93 Stat. 678). The Office of Special Education and Rehabilitative Services absorbed the functions of the Rehabilitation Services Administration (HE 1.200), which had been transferred from the Department of Health, Education, and Welfare by the Department of Education Organization Act of 1979 (HE 23.4100). Publications of the Office of Financial Assistance are assigned ED 1 SuDocs class numbers.

The Department of Education sponsors the Educational Resources Information Center (ERIC), which publishes *Resources in Education* (ED 1.310). This source is described in more detail in chapter 11. The National Center for Education Statistics publishes annually *The Condition of Education* (ED 1.109), *Education Directory: Colleges and Universities* (ED 1.111), and *Projections of Education Statistics* (ED 1.120).

Reprinted from:

Introduction to United States Government Information Sources,
by Joe Morehead and Mary Fetzer, Libraries Unlimited, Inc., 1992,
4th edition. p.238-239, 366-373.

EDUCATIONAL RESOURCES INFORMATION CENTER

The Educational Resources Information Center (ERIC), a nationwide information network, is a unit of the Educational Research and Improvement Office within the U.S. Department of Education. Established in 1966, its purpose is to acquire, index, and disseminate timely education-related materials for the use of teachers, administrators, researchers, students, and other interested persons. This is accomplished by a central coordinating staff in Washington, D.C., plus sixteen full and three adjunct clearinghouses located at universities or professional organizations across the country. Each clearinghouse is responsible for a particular subject area of education and for collecting all relevant unpublished, noncopyrightable material of value on that topic. Examples of clearinghouse areas include rural education and small schools; adult, career, and vocational education; reading and communication skills; and information resources. The clearinghouse for the last area, known as ERIC/IR, is located at Syracuse University in Syracuse, New York, and is sponsored by the university's School of Information Studies and School of Education. Today, the ERIC database, the world's largest source of educational information, contains abstracts of over 7,000 documents and journal articles.

ACCESS ERIC

In 1989, ACCESS ERIC, a comprehensive outreach and dissemination program for the entire ERIC system, was established. ACCESS ERIC includes reference staff trained to answer questions about the system and maintains its own databases of organizations that provide computerized searches of the ERIC database, of resource centers and other organizations that provide information in education-related areas, and of education-related conferences. ACCESS ERIC sells publications produced from these smaller databases and, by 1990, had begun to offer these reference and referral databases online to anyone with a personal computer, modem, communications software, and telephone line through GTE Education Services (Irving, Texas). ACCESS ERIC, located in Rockville, Maryland, has a toll-free number (1-800)USE-ERIC) for assistance on other new services such as Compact ERIC and ERIC SchoolDisc, intended to provide the full-text, compact disk versions of 2,000 to 3,000 documents and journal articles of special interest to teachers and administrators. It also provides gratis copies of *A Pocket Guide to ERIC, All about ERIC,* and *Directory of ERIC Information Service Providers* (all revised in 1991); and *The ERIC Review* (ED 1.331:), published three times a year.

Bibliographic Tools

Two major indexing/abstracting services provide the bibliographic control of educational materials screened by the clearinghouses and accepted into the ERIC database. *Resources in Education* (RIE) announces "document" literature, and *Current Index to Journals in Education* (CIJE) covers the "journal" literature. Both tools are available in paper version for manual searching, and the major link between them is their use of a common indexing vocabulary, established by the *Thesaurus of ERIC Descriptors.* RIE and CIJE are also available as an integrated service online and on CD-ROM. Online access is available through DIALOG Information Services, through BRS, and through ORBIT. The popular CD-ROM format may be obtained from DIALOG, SilverPlatter, and OCLC. As with online versions, search procedures vary, and the individual vendors should be consulted for search idiosyncrasies.

Resources in Education

Resources in Education, a monthly abstract journal, is sold through the Superintendent of Documents and is distributed to depositories (ED 1.310). It consists of a main entry section composed of "résumés" arranged in clearinghouse/accession order number and indexes. The indexes are by subject, author, institution, publication type (book, dissertation, report, audiovisual material, etc.), and clearinghouse number/ED number cross-references.

A sample résumé from RIE appears in figure 11.4 (see page 368), and a page from RIE's main entry section is shown in figure 11.5 (see page 369). Preceding the bibliographic citation above each abstract are two alphanumeric codes. The ED followed by six digits is the more important, as it represents the permanent accession number assigned by the central processing staff and allows the user to locate a document in the ERIC collections, which many libraries have purchased in microfiche. A small percent of ED citations have double parallel strokes or slashes following them, signifying that the document is not available from the ERIC Document Reproduction Service (EDRS) and is not, therefore, in the fiche collection. However, a closer look at the bibliographic reference should yield an alternative source for obtaining the document cited. Libraries may, of course, have some of these items elsewhere in their collections. The alphanumeric designation opposite the ED number is merely the temporary accession number assigned by staff at one of the sixteen clearinghouses.

Subject indexing of ERIC materials is guided by the *Thesaurus of ERIC Descriptors*, discussed below. The institution and publication type indexes also warrant further elaboration. The former, in much the same manner as the corporate author indexes in GRA&I, shows the various institutions or agencies responsible for initiating, funding, or managing a project and can be extremely useful for a number of reasons. It can help one identify the specific types of research being done within various universities, think tanks, agencies, etc. Even IGOs such as UNESCO may sometimes be found among the institutions listed, and it may come as a surprise that the ERIC collection is so wide-ranging that it may, therefore, include the actual selected documents from some IGOs. The publication type index, on the other hand, is ideal for helping one narrow the vast number of materials in the ERIC database down, for instance, to teaching guides, to legal/legislative/regulatory materials, or to tests and evaluation instruments. Cumulative indexes to the ERIC collection from 1966 to the present are described under the section titled "Other ERIC Products and Services."

Other features of RIE include thesaurus additions and changes, ordering information, and a current list of ERIC clearinghouses. Semiannual indexes covering January/June and July/December are available for sale or on deposit.

On July 19, 1982, GPO Survey 82-16 accompanying Depository Shipping List No. 17,246 offered depository libraries the opportunity to select *Education Documents Announced in RIE* (ED 1.310/2). The annotation for this category conveyed the impression that *all* the documents listed in RIE would be made available on microfiche. The September 1982 issue of *Administrative Notes* apologized for this inaccuracy, stating that "only those publications printed by the National Institute of Education or otherwise federally funded will be distributed to depository libraries. Thus you will not receive all of the documents announced in RIE. Under Title 44, section 1903, GPO is only authorized to distribute Government publications." Unfortunately, even this putative clarification was misleading. It remained for ERIC officials to provide the correct information.

The fact is that *Education Documents Announced in RIE* comprises somewhat less than 10 percent of ERIC's total announcements. The 100 or so documents per issue of RIE obtained from ERIC by GPO for the microfiche shipments represent *only* those Department of Education prepared or sponsored documents that have been issued by the entity *and* that have met ERIC selection criteria. They do not necessarily represent the total departmental output. Presumably libraries that acquire the full ERIC collection would not select this smaller subset of material available on deposit.

CIJE is produced and distributed in paper copy by Oryx Press. In 1989 it was temporarily discontinued as a depository item because of microfiche contract problems. However, the difficulties were resolved and, according to the June 15, 1991, issue of *Administrative Notes*, the microfilming process is on schedule and "running smoothly."[14]

Although the annotations found in CIJE bear EJ accession numbers, they, unlike their RIE counterparts bearing ED numbers, function only within the source itself and do not represent materials available in a microfiche collection. CIJE users must obtain the full journal citation and seek out the original journal itself. Copies of many of the articles included are also available from University Microfilms International, Ann Arbor, Michigan, when indicated by the words "(Reprint: UMI)" in the main entry section.

Thesaurus of ERIC Descriptors

The *Thesaurus of ERIC Descriptors*, twelfth edition, was published in a clothbound edition by Oryx Press in 1990. In addition, it was distributed through GPO on microfiche (ED 1.310/3) to depository libraries. The thesaurus contains a controlled vocabulary of education terms called "descriptors" that conform to the major terms used in the subject indexes of both RIE and CIJE. Subjects can be located through a main "Alphabetical Descriptor Display," which provides a variety of information including scope notes; narrower, broader, and related terms; and terms no longer valid. The "Rotated Descriptor Display" groups related terms in an alphabetical index; the "Hierarchical Display" provides "generic trees" for each descriptor; and "Descriptor Groups" serves as a table of contents for the thesaurus. The thesaurus is kept current by the section in both RIE and CIJE called "Thesaurus Additions and Changes" until a new revision of the basic thesaurus is published.

Duplication of Information

Citations to ERIC documents appear in various sources, and a number of studies have sought to determine the extent of duplication. Studies found that there was a 25 percent overlap in the journals regularly scanned and indexed in CIJE and *Psychological Abstracts*, and a much greater duplication was found "between CIJE and *Education Index* ... though CIJE covers about three times the number of journals as does *Education Index*." The overlap between RIE and *Dissertation Abstracts* was approximately 4 percent.[15] Until 1990, a few documents in RIE were also found in GRA&I, but since then the ED numbers have been eliminated from the NTIS database. Even in earlier years, duplication between RIE and GRA&I appears to have been "numerically insignificant."[16]

Other ERIC Products and Services

Most documents announced in RIE may be purchased from the ERIC Document Reproduction Service (EDRS) in Springfield, Virginia, in paper copy or microfiche. Each issue of RIE contains an order form that gives the current unit price schedules for paper copy and microfiche. ERIC documents may also be ordered online through the vendors. In addition, more than 800 libraries and resource centers worldwide subscribe to the ERIC microfiche collection.[17] *Directory of ERIC Microfiche Collections*, revised periodically, lists subscribers to the collections alphabetically by state and name of institution.

EDRS also produces and sells special microfiche products that include cumulative subject, institution, author, and descriptor/identifier usage report indexes from 1966 to date. The last is a concise cumulative index containing in four separate lists all the terms used in each publication with the ED or EJ numbers for the documents or articles to which they were assigned. The fiche provides the only published access to minor identifiers.

In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC clearinghouses analyze and synthesize information into research reviews, bibliographies, state-of-the-art studies, and interpretive studies on topics of interest to users. Called *Information Analysis Products* (IAPs), these studies are usually available directly from the appropriate clearinghouse. When announced in RIE, they are available in paper copy or microfiche from EDRS. Periodically, ERIC prepares bibliographies of its IAPs, and these are assigned an accession number and abstracted in RIE. A 1991 *Catalog of ERIC Clearinghouse Publications* lists about 500 such publications. The GPO also distributes a publication entitled *The Best of ERIC* (ED 1.323).

WASHINGTON DC 20540
THE LIBRARY OF CONGRESS
NEWS
PUBLIC AFFAIRS OFFICE 202 707 2905

Contact: Craig D'Ooge (202) 707-9189 May 20, 1993

SURPLUS SERIALS POLICY CHANGES

The Library of Congress has announced that it will no longer accept surplus unbound serials from Federal agencies, except for the following titles:

1. Agricultural Research
2. Economic Indicators
3. Energy Research Abstracts
4. Government Reports Announcements & Index
5. Journal of Research of the National Institute of Standards and Technology
6. Journal of the National Cancer Institute
7. Monthly Catalog of U.S. Government Publications
8. Monthly Labor Review
9. Public Health Reports

→ 10. Resources in Education

11. Scientific and Technical Aerospace Reports
12. Survey of Current Business

Prior to shipment, questions concerning the usefulness of an agency's surplus library materials should be directed to the Exchange & Gift Division, Receiving & Routing Section (202) 707-9511.

# # #

PR 93-74
5-20-93
ISSN #0731-3527

ERIC CLEARINGHOUSE ON INFORMATION RESOURCES
School of Education | *School of Information Studies*

• • • • •

The AskERIC Service for K-12 Educators

ERIC is...
...the Educational Resources Information Center (ERIC), a federally-funded national information system that provides access to an extensive body of education-related resources. The ERIC Clearinghouse on Information Resources (ERIC/IR), sponsor of the AskERIC Project, is one of 16 ERIC Clearinghouses nationwide which provide a variety of services, products, and resources at all education levels.

AskERIC is...
...a pilot Internet development & research project funded by the U.S. Department of Education as part of the ERIC program and SMARTLINE initiative. AskERIC is also part of a series of Internet projects at Syracuse University seeking to explore Internet usefulness and accessibility. The specific purpose of AskERIC is to develop and study Internet-based education information services, systems, and resources that best meet the needs of K-12 end users.

AskERIC provides an Internet-based question-answering service for teachers, library media specialists, and administrators. Anyone involved with K-12 education can send an e-mail message to AskERIC. Drawing on the extensive resources of the ERIC system, AskERIC staff will respond with an answer within 48 working hours. If you have questions about K-12 education, learning, teaching, information technology, educational administration--AskERIC. Send your questions about education to: askeric@ericir.syr.edu. Some hot topics this month include: year round schools, authentic asessment, multigraded classes, and environmental issues.

AskERIC also offers the "AskERIC Free Library" -- a Gopher/FTP site of selected full-text education resources and database citations. Current directories and databases in this site include:

1. About_AskERIC_Gopher.
2. AskERIC_News/
3. Digests_HelpSheets/
4. ERIC_FullTexts(Keyword Searchable)/
5. ERIC_Monographs.
6. InfoGuides/
7. LessonPlans/
8. Listservs/
9. MiniSearches/
10. No_Cost_Resources.
11. Oliver (Multimedia Consortium -- experimental)/
12. Other Gopher Sites/
13. Q&A/

030 Huntington Hall | Syracuse, New York 13244-2340 | 315-443-3640 | FAX 315-443-5448 | Internet: ERIC@ SUVM.ACS.SYR.EDU

To Gopher to the AskERIC site:
If you have Gopher: Gopher to ericir.syr.edu (port #70)
or
1. Access the National Gopher System through: gopher.micro.umn.edu
2. AskERIC is in the following directory:
Other Gopher and Information Servers/
North America/
USA/
General/
AskERIC - (Educational Resources Information Center)

If you don't have Gopher, telnet to a Gopher client on the Internet:
1. Telnet to hafnhaf.micro.umn.edu
2. Login as directed (usual login is: 'gopher')
3. Access the National Gopher System
4. AskERIC is in the following directory:
Other Gopher and Information Servers/
North America/
USA/
General/
AskERIC - (Educational Resources Information Center)

To FTP to the AskERIC site:

1. Log into your local host, and invoke the FTP program.
2. Write ericir.syr.edu as the remote host computer name.
3. The username is: anonymous
4. The password is your email username (e.g. tomt@machine.edu)

= =

Looking to the future...

...we are excited about AskERIC's success to date and are eager to expand AskERIC question-answering to new K-12 audiences and to further develop services and resources. The key is to work cooperatively with federal, state, regional, and local institutions and organizations. If you or your organization are interested in pursuing options, please contact:

Mike Eisenberg
Director, ERIC/IR Clearinghouse
Internet: mike@ericir.syr.edu
Voice: 315 443-3640

May 1993

NetTEACH NEWS

April/May 1993 | *A Newsletter for K-12 Networking Teachers* | Volume 1, Number 2

The Promised Land

by Janice Abrahams

And lo, it was said that as pilgrims trudged through the desert, they were given a sign It came in the form of the written word They found a message on a paper they had long treasured.

Rejoice, it said, for the promised land lies just ahead You shall find it as you drift along the shore of knowledge. prepare your children, for they shall know the land as if it were their own.

In order to reach this land, you must first cross the bridge of technology, along the Internet sea The sea is calm but surrounded by fog and the bridge is hard to see. It is guarded by souls who speak in tongues, their words known only to a sacred few

They use a machine to aid in the crossing It is a magicaltelnetftp machine In order to reach this land of plenty, you must divine the language of the guardians, master the machine and cross the bridge

In the Promised Land you will find joyful pilgrims who have already mastered this machine, seen through the fog, and arrived upon the shore They will welcome you They will lead you through the Promised Land, showing you wonders never seen

All will have access to knowledge, and images of great beauty will shine before your eyes All will have the ability to communicate You will be granted the power to share thoughts and learn with others who live in far-away lands

Children will be filled with joy as friendly knowbots bring knowledge in an unending stream, and gophers dig up gold All questions will be answered, none will ever go hungry, and your days shall be filled with sun

Then more words on the paper suddenly appeared obliterating all other writing on the page To this day these words can still be seen

"GOOD LUCK", they said Good Luck

K-12 educators--poor, dusty and tired yet hopeful -- continue in their quest for Internet information In a land plagued by a drought of network knowledge, they still manage to remain cheerful pilgrims searching for the secrets to allow them to bring the Internet into their classrooms

The secret is knowledge of the Internet Enough knowledge to get them to their peers already on the net, lead them to successful curriculum-applicable lesson plans, help them past the hurdles of their lack of computer experience

See PROMISED LAND *p* 7

A GLIMPSE INSIDE

COMMON GROUND--LIVING LEARNING VILLAGES P.2
A K-12 NETWORK PROFILE--NODAK SENDIT P.3
NRENNAISSANCE P.4
THE NETWORKED TEACHER TALKS- LENI DONLAN P.5
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THE WASHINGTON BEAT-- THE BOUCHER BILL P.10
INSTRUCTION CORNER--WHAT IS A K-12 GOPHER? P.11
THE BOOK LOUNGE P.11

The Promised Land

(continued from front page)

Teachers need to know how to use the Internet to gain the knowledge they seek. Paradoxically, all the help they need is waiting on the net. Peers and colleagues will support them, and information sources lie waiting to be discovered. Educators desperately need help getting to these valuable resources.

Wonderful resources are available to those who can guide themselves past the Unix prompts, the telnet instructions, and the ftp commands in order to unlock the secrets waiting across the bridge.

But wait! Some simple services can be reached by email. And, one of the best of these services is the ***Eric Clearinghouse.***

This system is a perfect example of how one pointer into the Internet cloud can help users become excited, comfortable and educated quickly. The Eric Clearinghouse bypasses the initial frustration of not knowing where to go and allows new users a direct one-on-one experience through the net.

The **AskERIC project** is a question-answering help and referral service for K-12 educators. Funded by the U.S. Dept. of Education, the ERIC Clearinghouse on Information Resources is managed by Syracuse University. Originally concentrated on three state networks: Nysernet in New York, Tenet in Texas, and Sendit in North Dakota, they are expanding to reach a national audience.

Staff are courteous, prompt and offer faxed responses directly to the user. For example, a request for information on an Oceanography database suitable for fifth to seventh grade children received a response within two hours.

The AskERIC project acts as a friendly buffer between the resources and the new user. They do the literature searches and contact people on the net. The Eric System is constructed of 16 clearinghouses of content- specific information. Eric also publishes a two-page digest on Internet uses for beginners. In addition, they provide instructions for new users to access ERIC databases via the net.

Please send any comments or ideas to: Janice Abrahams - **janice@bitnic.educom.edu**

K-12 EDUCATORS ASKERIC AND THE ERIC SYSTEM

Educators: Do you have education-related questions? AskERIC and the ERIC system can help.

ERIC is: The Educational Resources Information Center (ERIC) is a federally-funded national information system that provides access to an extensive body of education-related literature. ERIC provides a variety of services and products at all education levels.

AskERIC is: AskERIC is a question-answering service for teachers, library media specialists, and administrators. Anyone involved with K- 12 education can send an e-mail message to AskERIC. Drawing on the extensive resources of the ERIC system, AskERIC will respond with an answer within 48 working hours. If you have questions about K-12 education, learning, teaching, information technology, educational administration - AskERIC.

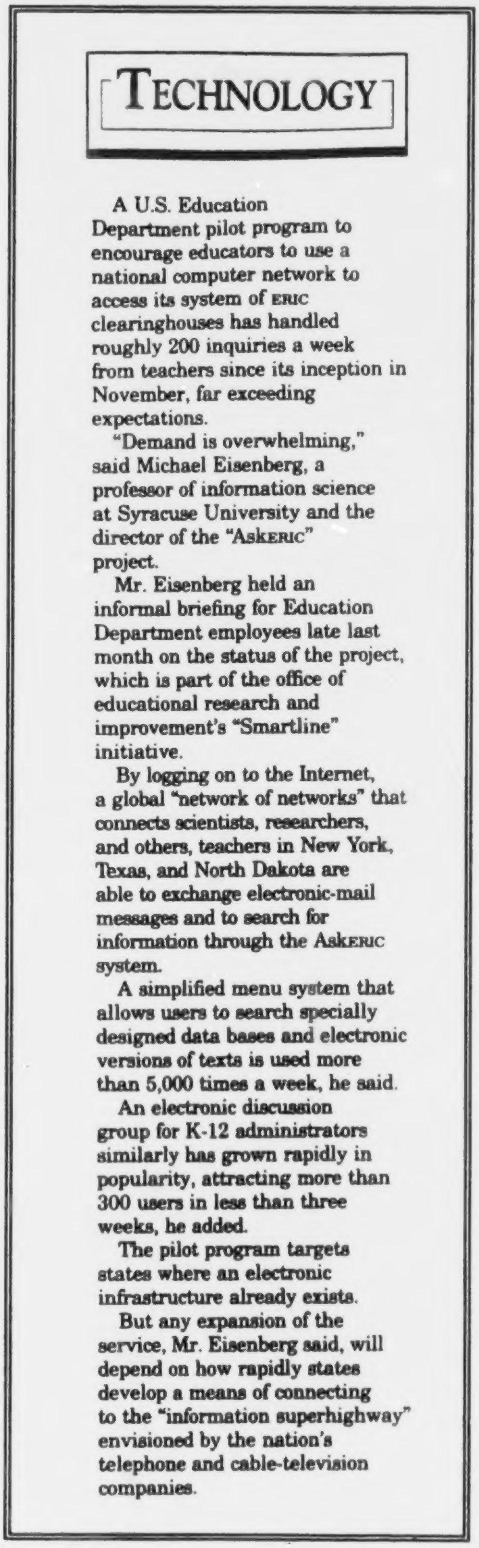
In the first eight weeks of service, AskERIC has answered hundreds of questions. Highlights include helping:

* A reading teacher locate information on a particular instructional technique
* A school computer teacher find information on computer software copyright laws.
* A high school teacher use the Internet as a source of teaching/learning materials for his school.
* A school administrator find information on student testing.
* A school librarian learns how to conduct ERIC database searches via the Internet.

If you have an education-related question, AskERIC will provide an answer. To AskERIC, e-mail your question(s) to:

askeric@ericir.syr.edu

ERIC Clearinghouse on Information Resources
030Huntington Hall
Syracuse University
Syracuse, New York 13244-2340



TECHNOLOGY

A U.S. Education Department pilot program to encourage educators to use a national computer network to access its system of ERIC clearinghouses has handled roughly 200 inquiries a week from teachers since its inception in November, far exceeding expectations.

"Demand is overwhelming," said Michael Eisenberg, a professor of information science at Syracuse University and the director of the "AskERIC" project.

Mr. Eisenberg held an informal briefing for Education Department employees late last month on the status of the project, which is part of the office of educational research and improvement's "Smartline" initiative.

By logging on to the Internet, a global "network of networks" that connects scientists, researchers, and others, teachers in New York, Texas, and North Dakota are able to exchange electronic-mail messages and to search for information through the AskERIC system.

A simplified menu system that allows users to search specially designed data bases and electronic versions of texts is used more than 5,000 times a week, he said.

An electronic discussion group for K-12 administrators similarly has grown rapidly in popularity, attracting more than 300 users in less than three weeks, he added.

The pilot program targets states where an electronic infrastructure already exists.

But any expansion of the service, Mr. Eisenberg said, will depend on how rapidly states develop a means of connecting to the "information superhighway" envisioned by the nation's telephone and cable-television companies.

Education Week, June 9, 1993

ACCESS ERIC

ACCESS ERIC
1600 Research Boulevard, Rockville, MD 20850 • 1-800-LET-ERIC

January 4, 1993

Ted Brandhorst
ERIC Processing and Reference Facility
ARC Professional Services Group
Information Systems Division
1301 Piccard Drive, Suite 300
Rockville, MD 20850-4305

Dear Ted:

In recent months, ACCESS ERIC has averaged nearly 1000 requests for information per month. This represents a significant increase in our dissemination activity. We have also recently begun a new outreach effort involving the inservice program coordinators for each of the 50 states. In addition to referring callers to your clearinghouse, we would like to include your informational brochure along with our general information packet, where appropriate. We believe this would result in increased awareness and use of the clearinghouses, and may also be an administrative savings for you.

I am writing to solicit your aid in helping us to increase awareness of the range of ERIC System resources. We are requesting 100 copies of your clearinghouse brochure to aid us in this effort. Please feel free to include any other material (publications or order forms) that you would deem helpful.

Thank you for helping us to get the word out about how ERIC can serve the needs of the education community.

Sincerely,

Matthew Soska

Matthew Soska
Information Specialist

BEST COPY AVAILABLE

ACCESS ERIC

ACCESS ERIC
1600 Research Boulevard, Rockville, MD 20850 • 1-800-LET-ERIC

April 1993

Dear Colleague:

ACCESS ERIC is in the process of updating the *Directory of ERIC Information Service Providers*. ERIC provides the *Directory* free, upon request, to those who want to locate agencies and organizations that provide computerized searches of the ERIC database, have a sizable collection of ERIC microfiche, and/or subscribe to and collect ERIC publications. Your organization was included in the last edition and we would like to include it in the upcoming edition as well.

The enclosed printout reflects the information we currently have on file for your organization. To ensure that the next *Directory of ERIC Information Service Providers* describes your organization accurately, please take a few minutes to review and update the printout. To assist you in filling out the form, a sample printout and audience and service codes are enclosed.

Please call our toll-free number—1-800-LET-ERIC—with this information, FAX it—301/251-5767—or mail it to ACCESS ERIC, ISP Updates, 1600 Research Boulevard, Rockville, MD 20850 by May 21, 1993.

The *Directory of ERIC Information Service Providers* and several other ACCESS ERIC Reference and Referral Databases are available online through GTE Education Services (GTE ES). ACCESS ERIC is also negotiating with several other online vendors to make this information accessible through as many online vendors as possible. For more information, please call our toll-free number, 1-800-LET-ERIC.

Thank you for taking the time to update your profile. Your continued participation in the *Directory* will assist librarians, researchers, and the general public in locating valuable ERIC information resources worldwide.

Sincerely,

Belinda J. Taheri

Belinda J. Taheri
User Services Coordinator

Enclosures

ACCESS ERIC

ACCESS ERIC
1600 Research Boulevard, Rockville, MD 20850 • 1-800-LET-ERIC

April 1993

Dear Directory Participant:

ACCESS ERIC, the outreach and promotional arm of the Educational Resources Information Center (ERIC), sponsored by the U.S. Department of Education's Office of Educational Research and Improvement, would like to thank you for submitting information about your organization for publication in the *1993 ERIC Directory of Education-Related Information Centers*. Your organization is one of 400 international, national, and regional organizations included in this year's *Directory*.

The *Directory* is a valuable resource that can help you quickly locate the appropriate source for your information needs. Each entry provides detailed information about an education organization including director, contact person, purpose, services, publications, and access procedures. For ease of use, the *Directory* also includes several indexes: subject, geographic, and master organization.

We would now like to offer you the opportunity to purchase the *1993 Directory*. It is available from ACCESS ERIC for $20, including postage and handling. An order form is enclosed for your convenience, or if you wish to order by phone with your VISA or Mastercard, call **1-800-LET-ERIC** (538-3742).

Once again, we would like to thank you for your contribution to this year's *Directory*. I look forward to working with you in the future.

Sincerely,

Matthew Soska

Matthew Soska
Information Specialist and
Editor of the *1993 Directory*

ACCESS ERIC
1600 Research Boulevard, Rockville, MD 20850 • 1-800-LET-ERIC

Memorandum

To: ERIC Directors and User Services Staff

From: Carol Boston/AE and Dianne Rothenberg/PS

Date: April 20, 1993

Re: Outreach to ASCD Network Facilitators

At the recent Association for Supervision and Curriculum Development (ASCD) conference, we gave a brief presentation about ERIC to the ASCD Network Facilitators—40+ members who run special interest groups on broad education themes. Some ASCD Networks line up neatly with certain ERIC Clearinghouses and others cut across several scopes. Because many ASCD Networks have their own newsletters or bulletin boards, they offer the ERIC System a great outreach opportunity.

At the presentation, we gave out sample ERIC Clearinghouse Digests and brochures and encouraged members to contact relevant Clearinghouses to get on mailing lists, receive search strategy consultations, submit curriculum resources, etc. We also sent the enclosed follow-up letter. To help the System make these important contacts, we're forwarding you an address list showing all the ASCD Network Facilitators. Please add some or all to your mailing list. You may also wish to contact them directly—several seemed interested in receiving copy for their newsletters.

Judging from our reception at the meeting, this is one case when individuals won't mind being contacted by several people within the ERIC System! Thanks in advance for your help.

ACCESS ERIC
1600 Research Boulevard, Rockville, MD 20850 • 1-800-LET-ERIC

April 20, 1993

Dear ASCD Network Facilitator:

We enjoyed meeting many of you at the Network Facilitators Meeting on March 28 and hope that you have found the ERIC materials we distributed useful. Enclosed is an ERIC Digest from the ERIC Clearinghouse on Information Resources that summarizes access points to ERIC. This Digest, like most ERIC material, is in the public domain. Feel free to reprint it in your newsletters or photocopy it for your members.

We'd like to encourage you to contact any or all of the 16 subject-specific ERIC Clearinghouses to get on their mailing lists for complimentary Digests, newsletters, and publication announcements. Each Clearinghouse has a user services staff member who can:

- consult with you about a database search strategy;
- recommend Clearinghouse publications that match your interests; and
- provide general reference and referral within their subject expertise.

Clearinghouses would also be happy to consider curriculum resources that Network members produce for possible inclusion in the database. This will help make your work accessible to colleagues around the world. To submit material, fill out the Reproduction Release form from the brochure you received, *Submitting Documents to ERIC*, and send it and two copies of the material to the Clearinghouse most closely aligned with your topic.

To help link ASCD Network Facilitators and ERIC Clearinghouses, we will be sending each of them your names and addressses, but you don't have to wait for them to contact you. **Write, call, fax, or e-mail the Clearinghouses that interest you**. If you have general questions about ERIC or are not sure which Clearinghouse you need, call 1-800-LET-ERIC. The ERIC System is eager to be of service to you and your members.

Sincerely,

Carol Boston
ACCESS ERIC

Dianne Rothenberg
ERIC Clearinghouse on Elementary and
Early Childhood Education

ASCD Networks and Facilitators 1992-1993

2/23/93

Accelerated Learning and Teaching

Doug McPhee
1888 Montgomery Avenue
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Peyton Williams, Associate
State Superintendent
GA Dept. of Education
Office of Instructional
Programs, Twin Towers East
Atlanta, GA 30334-5040
TEL (404) 656-4722
FAX (404) 651-8582

Brenda Benson-Burrell
Asst. Professor of Education
Secondary Education
Rowan College of New Jersey
201 Mullica Hill Road
Glassboro, NJ 08028-1701
TEL (609) 863-6071
FAX (609) 863-5018

Alliance to Enhance Teaching of Science

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Pacific Region
Educational Lab
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Honolulu, HI 96813
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FAX (808) 532-1922

Judith Dorsch Backes
Carroll County Public Schls
55 N. Court Street
Westminster, MD 21157
(410) 876-2208

Character Education

Kevin Ryan, Prof./Director
Center for the Advancement
of Ethics & Character
Boston U., School of Educ.
605 Commonwealth Ave.
Room 356
Boston, MA 02215
TEL (617) 353-3262
FAX (617) 353-3924

Clearinghouse for Learning/Teaching Styles and Brain Behavior

Jerry Wedlund
Princeton Public Schools
110 S. 6th Avenue
Princeton, MN 55371
TEL (612) 389-2422

Collaborative/ Compensatory Service Models

Rebecca Robinson Yarlott,
Principal and
Judith Hanson, Title VII
Coordinator
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Minneapolis, MN 55417
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FAX (612) 627-2394

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Kansas City, MO 64116
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Orlando, FL 32816
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Asst. Prof., University of AL
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UAB Station
Birmingham, AL 35294-1250
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FAX: (205) 934-2921

Early Childhood Education

Shirle Moone Childs, Director
Curriculum, Instruction &
Evaluation
Windham Public Schools
322 Prospect Street
Willimantic, CT 06226
TEL (203) 423-8401
FAX (203) 456-0859

Educational Futurists

Barbara Vogl, Consultant,
Change Mgmt. Systems
5300 Glen Haven Road
Soquel, CA 95073
TEL (408) 476-2905

Kathleen Maury
Mankato State University
132 East Glencrest Drive
Mankato, MN 56001
TEL (507) 389-5706

Equity Issues

Ann Converse Shelly
Chair, Curriculum & Instruction
Univ. of AL at Birmingham
210A Education Building
UAB-Station
Birmingham, AL 35294-1250
TEL (205) 934-5371
FAX (205) 934-4963

Judith Lucarelli
R.R. #1, Box 6
Deer Isle, ME 01960
TEL (207) 348-7777

Global Education

Marilyn McKnight, Teacher
Milwaukee Public Schools/
Forest Home School
5225 W. Vliet Street
Milwaukee, WI 53208
TEL (414) 645-5200

High Schools Networking for Change

Gil James, Principal
Sprague High School
2373 Kuebler Rd. South
Salem, OR 97302-9404
TEL (503) 399-3261
FAX (503) 399-3407

Indigenous Peoples Education

Jerry Brown
Equity Specialist
Interface West, Inc
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Suite 202
Beaverton, OR 97005
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FAX (503) 626-2305

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University Programs
Hilliard City Schools
5323 Cemetery Road
Hilliard, OH 43026
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FAX (614) 777-2424

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Benjamin F. Ebersole
Department of Education
University of Maryland,
Baltimore Co., Wilkens Ave.
Baltimore, MD 21228
TEL (410) 455-2378
FAX (410) 455-3213

Intergenerational/ Family Literacy

Maryann E. Nuckolls
Tucson Unified School District
6951 S. Camino de la Tierra
Tucson, AZ 85746
TEL (602) 798-2708

Learning Community

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School of Education
Oakland University
Rochester, MI 48309-4401
TEL (313) 370-3052
FAX (313) 370-4202

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Jan Goodman, Coord.,
Mathematics Educ. Program
Lawrence Hall of Science
Univ. of California
Berkeley, CA 94720
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FAX (510) 642-1055

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Rosemarie Dyer, Teacher
Black Elementary Schl
14100 Heritage
Sterling Heights, MI 48312
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FAX (313) 825-2844

James Callaghan,
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3180 Hein
Sterling Heights, MI 48310
TEL (313) 825-2782

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Prospect Heights Public Schls.
834 Inverrary Lane
Deerfield, IL 60015
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FAX (708) 870-3896

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Grades/Reading Consultant
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Palatka, FL 32177
TEL (904) 329-3800
FAX (904) 329-3835

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Northern Arizona University
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FAX (602) 523-2626

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FAX (508) 934-3002

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Religion & Public Education

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Prof. of Religion
Univ. of Florida
125 Dauer Hall
Gainesville, FL 32611
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FAX (904) 392-3584

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P.O. Box 4006
Star City, WV 26504-4006
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FAX (304) 366-2522

School-University Partnerships

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Benjamin Cardozo H.S.
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FAX (718) 631-6680

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Stony Brook, NY 11790
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FAX (516) 661-5886
*Call if sending fax.

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Columbia, MD 21044
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FAX (410) 997-7555

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Michele Keenan
407 Enos Place
Ho-Ho-Kus, NJ 07423
TEL (201) 612-0950

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Lenore Sandel
Professor of Reading
Hofstra University
Room 102, Mason Hall
Hempstead, NY 11550
TEL (516) 463-5803
FAX (516) 564-4296

Wholistic Education

John Palladino, Associate
Professor of Education
Long Island University
C.W. Post Campus
Brookville, NY 11548
TEL (516) 299-2372, or -2374
FAX (516) 626-2476

ASCD NETWORKS PROGRAM LIAISON

Agnes Crawford, Asst.
Director of Field Services,
ASCD, 1250 N. Pitt Street
Alexandria, VA 22314-1403
TEL (703) 549-9110 X506
FAX (703) 549-3891

ASCD
NETWORKS ADVISORY COMMITTEE

Anita Pankake, Chair
Dept. of Educational
Administration
East Texas State University
Commerce, TX 75429
TEL (903) 886-5520
FAX (903) 886-5507

Rosita Apodaca
Assistant Superintendent of
Special Programs
Dallas ISD
3700 Ross Avenue
Dallas, TX 75204
TEL (214) 824-1620
FAX (214) 841-5062

Josianne Fleming-Artsen
Executive Director
P.O. Box 395
Philipsburg, St. Maarten
Netherlands Antilles
TEL 011-559-523948
FAX 011-590-879836

Brenda Benson Burrell
Asst. Prof. of Educ.
Secondary Education
Rowan College of New Jersey
201 Mullica Hill Road
Glassboro, NJ 08028-1701
TEL (609) 863-6492
FAX (609) 863-5018

Richard Sinatra
St. John's University
Marillac Hall 306
Jamaica, NY 11439
TEL (718) 990-6358
FAX (718) 380-3803

Ron Tesch
White Bear High School
South Campus
3551 McKnight Road
White Bear Lake, MN 55110
TEL (612) 653-2965
FAX (612) 653-2964

Agnes R. Crawford
Assistant Director, Field Services
ASCD
1250 North Pitt Street
Alexandria, VA 22314
TEL (703) 549-9110 X506
FAX (703) 549-3891

ACCESS ERIC
1600 Research Boulevard, Rockville, MD 20850 • 1-800-LET-ERIC

May 19, 1993

Ted Brandhorst, Director
ERIC Processing and Reference Facility
1301 Piccard Drive, Suite 300
Rockville, MD 20850-4305

Dear Ted:

Enclosed are your complimentary copies of our latest publications, *Catalog of ERIC Clearinghouse Publications*, the *ERIC Users' Interchange*, and the latest issue of *The ERIC Review*, featuring K-12 computer networking. Please review and provide ACCESS ERIC with your feed-back. We value our on-going relationships with each of you. Thank you for your support.

The awards for the 16 ERIC Clearinghouses will be very soon. Meanwhile, ACCESS ERIC is preparing for the ERIC Directors' Meeting to be held the last of June as well as gearing up for two new projects (1) acquisitioning non-ERIC Digests from labs, Centers, and education associations to expand the existing ERIC On-line Digest file and (2) Online networking with commercial networks, e.g. America Online, CompuServe, ServeLine, etc. These projects should begin in a month or so. We'll keep you posted, or better yet, log on to these systems and give us your feedback.

I want to especially thank all of you for publicizing our *Calendar of Education-Related Conferences* and telling others about the services provided by the ERIC System. A point of interest is that the Calendar will be online soon with a number of networks, including the Internet (through Syracuse University's Gopher).

Please keep us informed of your ideas and concerns about ACCESS ERIC and the ERIC System.

Sincerely,

Beverly Swanson

Beverly Swanson
Director

ACCESS ERIC
1600 Research Boulevard, Rockville, MD 20850 • 1-800-LET-ERIC

July 29, 1993

Ted Brandhorst
ERIC Processing and Reference Facility
ARC Professional Services Group
Information Systems Division
1301 Piccard Drive, Suite 400
Rockville, MD 20850-4305

Dear Ted:

Per our announcement on E-mail on July 23, we have begun data collection for the September 1993 issue of the *ERIC Users' Interchange*. In particular, we are looking for information regarding:

- new technology
- price changes
- new Clearinghouse initiatives for the latest contract cycle
- new services, search strategies and techniques
- any other exciting ERIC System news

In addition, this issue will include the usual features such as "Ask ERIC—Letters to the Editor" and new Clearinghouse and Component products. If you have noticed any trends in information requests, i.e. frequently-asked questions or common areas of confusion among users, please send us this information, as well as your responses to these inquiries, so that we many include it in our column, if appropriate.

We would like to include submissions from as many Components as possible. To be included, all materials must be received **no later than Friday, August 20**, to meet our September publication deadline. You can fax the information (301/251-5767), mail it to my attention, or send it via the Internet (bjtaheri@gwuvm.gwu.edu; btaheri@inet.ed.gov). If you have any questions, please don't hesitate to call me at 1-800-538-3742 or 301/251-5264.

Sincerely,

Belinda

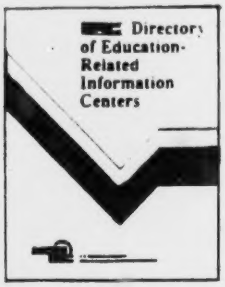
Belinda J. Taheri
User Services Coordinator

ACCESS ERIC

Now Available From ACCESS ERIC!

ACCESS ERIC, the promotional and outreach arm of the Educational Resources Information Center (ERIC) System, sponsored by the U.S. Department of Education's Office of Educational Research and Improvement, announces the availability of the *1993 ERIC Directory of Education-Related Information Centers* and the *1993 Catalog of ERIC Clearinghouse Publications.*

1993 ERIC Directory of Education-Related Information Centers



ERIC Directory of Education-Related Information Centers

Education encompasses many disciplines and a broad range of topics. When you need education-related information there are many agencies to turn to—so many, in fact, that it is often difficult to locate quickly the appropriate source for your information needs. Now, one publication can help you quickly locate education-related resources. The *1993 ERIC Directory of Education-Related Information Centers* lists alphabetically 400 national and regional organizations that provide services that include information dissemination, reference and referral, technical assistance, online searching, and outreach. For ease of use, the *Directory* also includes several indexes: Subject, Geographic, and Master Organization.

1993 Catalog of ERIC Clearinghouse Publications

Catalog of ERIC Clearinghouse Publications

Educators, Librarians, parents, and students will find more than 1,350 current education titles—including teaching guides, bibliographies, research summaries, monographs, and more—published by ERIC's 16 subject-specific clearinghouses. Most of the publications are free; others are available at a minimal cost. The *Catalog* includes an extensive subject index, prices, and ordering information.

Return this order form to: ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850-3172, 1-800-LET-ERIC.

____ copies of the ***1993 ERIC Directory of Education-Related Information Centers*** @ $20 each.
____ copies of the ***1993 Catalog of ERIC Clearinghouse Publications*** @ $10 each

Total order $__________ (Postage and handling are included for U.S.; add $2 per item for Canada; $4 per item for other foreign orders; purchase orders are only accepted from federal, state, and local government agencies).

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Authorized Signature ________________________ Phone number (___) _______

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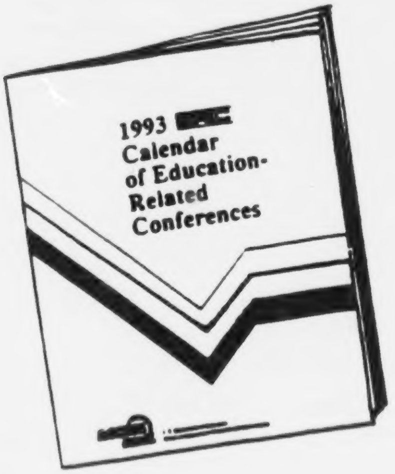
Name: ________________________ Title: __________

Address: ________________________

ACCESS ERIC

1993 ERIC Calendar of Education-Related Conferences
Now Available!

ACCESS ERIC, the promotional and outreach arm of the Educational Resources Information Center (ERIC) System, sponsored by the U.S. Department of Education's Office of Educational Research and Improvement, announces the availability of the 1993 ERIC Calendar of Education-Related Conferences.



Interaction among educators is vital to the education profession, and conferences, meetings, and workshops are among the best ways to keep abreast of current trends, methods, and technologies in the field. The ERIC Calendar of Education-Related Conferences is designed to help you identify conferences in your areas of expertise.

The 1993 Calendar includes 525 international, national, and regional events scheduled for the 1993 calendar year. Events are listed chronologically by date, and each entry provides information such as the site, sponsor, contact person, registration details, hotel rates, estimated attendance, topics covered, and audience.

For ease of use, the Calendar includes several indexes: Sponsor and Conference Name, Geographic, and Subject. Order yours today!!

Return this order form to: ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850-3172, 1-800-LET-ERIC.

____ copies of the 1993 ERIC Calendar of Education-Related Conferences @ $20 each.

Total order $__________ (Postage and handling are included for U.S.; add $2 per item for Canada; $4 per item for foreign; purchase orders are only accepted from federal, state, and local government agencies).

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Authorized Signature______________________________ Phone number (   )________

Ship To:

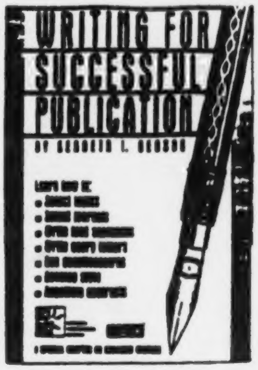
Name: ______________________________ Title: __________

Address: ______________________________

City: State: Zip:

Exciting New ERIC Publications Now Available From ACCESS ERIC!!!

Writing For Successful Publication
Kenneth T. Henson, 263 pages, $25

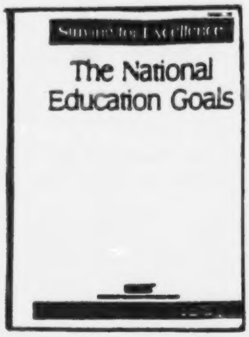


Get an insider's grasp of the world of publishing! Learn to develop fresh topics, edit yourself, and communicate effectively with editors and publishers. This book is a must for faculty members and subject experts who want to get their ideas into print.

Citizenship for the 21st Century
William T. Callahan, Jr., and
Ronald A. Banaszak, 354 pages, $17

What will citizenship look like in the 21st century? Several leading civics educators examine current issues and ideas in education for democratic citizenship.

Striving for Excellence: The National Education Goals
ERIC System, 74 pages, $5



Find out what you can do to bring about education reform in your community. This compilation offers 30 practice-oriented ERIC Digests grouped around the National Education Goals. Explore innovative approaches to school readiness, school retention, student achievement, adult literacy, and safe, disciplined, drug-free schools.

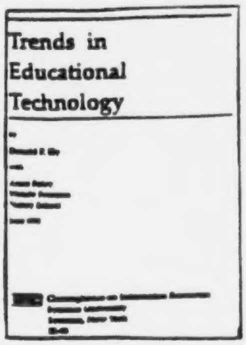
A High School Student's Bill of Rights
Stephen S. Gottlieb, 117 pages, $17

What are the rights of minor students? This book, complete with forty lesson plans, explores the U.S. Constitution and other bodies of law, focusing on precedent-setting legal cases that have dealt with student rights when they were contested in the school setting.

Teaching Mathematics Effectively and Equitably to Females
Katherine Hanson, 39 pages, $5

How can we prepare women for higher-level mathematics and professions requiring advanced mathematics? This monograph provides specific suggestions for changing prevailing attitudes and expectations, math curricula, classroom organization, and instructional strategies to help females succeed in this critical subject.

Trends in Educational Technology
Donald P. Ely, 66 pages, $9.50



Technology holds great promise for improving teaching and learning in this country. This state-of-the-art analysis focuses on the personnel, tools, and applications of educational technology.

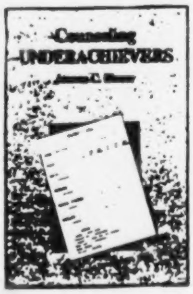
Empowering Young Black Males
Courtland C. Lee, 95 pages, $18

How can we empower young Black males to acquire attitudes and skills that will enable them to cope more effectively with the frustration, underachievement, and failure that comprise the current educational reality for all too many of them. This book explores the psychosocial development of Black males and facets of Black culture, and includes four empowerment training modules.

Empowerment for Later Life
Jane E. Myers, 122 pages, $18

How can we help older people feel a sense of self-esteem and self-worth? This book explores the concept of empowerment in detail, reviews developmental issues key to understanding the aging process, and discusses the empowerment strategies through a holistic wellness approach.

Counseling Underachievers
Jeanne Bleuer, 89 pages, $13


Counseling UNDERACHIEVERS

How can counselors become a significant force in improving the academic achievement of students? This book summarizes achievement theories and presents a comprehensive model for counseling interventions.

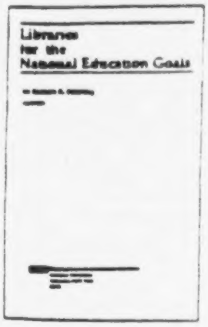
Critical Thinking Across the Curriculum: Building the Analytical Classroom
Victor P. Maiorana, 176 pages, $17

Critical thinking skills development is becoming an essential characteristic of successful classrooms all over the country. This book reviews the meaning, purpose, and attributes of critical thinking and offers a blueprint for making your classroom an analytical one.

Learning Technology Resource Guide
Lisa Crooks Zugner, 59 pages, $8

How can we improve education through electronic technology? This resource guide offers information about selected projects, centers, institutions, software, courseware, products and services, consortiums, forums, and other sources.

Libraries for the National Education Goals
Barbara K. Stripling, 118 pages, $12


Libraries for the National Education Goals

Libraries are key to the success of any education reform. This monograph presents highlights from a wealth of programs your school or community library can adopt to support the National Education Goals.

Order Form

Qty	Title	Price	Amount
	Writing for Successful Publication	$25	
	Citizenship for the 21st Century	$17	
	Striving for Excellence: The National Education Goals	$5	
	A High School Student's Bill of Rights	$17	
	Teaching Mathematics Effectively and Equitably to Females	$5	
	Trends in Educational Technology	$9.50	
	Empowering Young Black Males	$18	
	Empowerment for Later Life	$18	
	Counseling Underachievers	$13	
	Critical Thinking Across the Curriculum...	$17	
	Learning Technology Resources Guide	$8	
	Libraries for the National Education Goals	$12	

Subtotal	
International postage & handling *	
Total	

Return this order form to: ACCESS ERIC,
1600 Research Boulevard, Rockville, MD 20850-3172,
1-800-LET-ERIC.

☐ Check/Money Order Enclosed (payable to ACCESS ERIC)

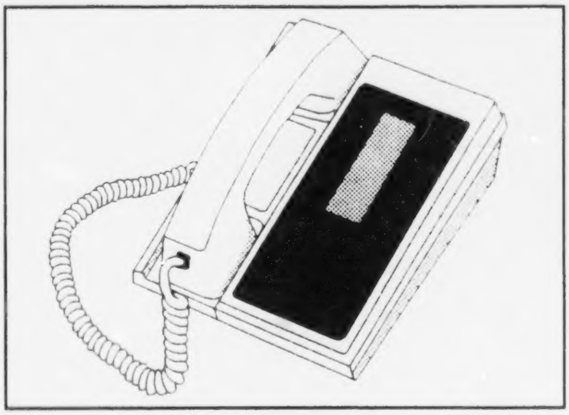
☐ Purchase Order Enclosed (Purchase orders accepted only from federal, state, and local government agencies)

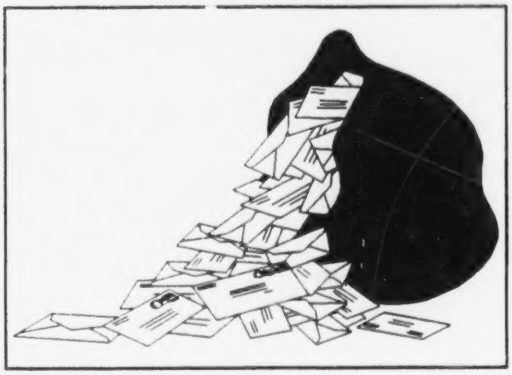
Charge my: ☐ MasterCard ☐ Visa Charge card
#______________________ Exp. Date_____
Signature______________________

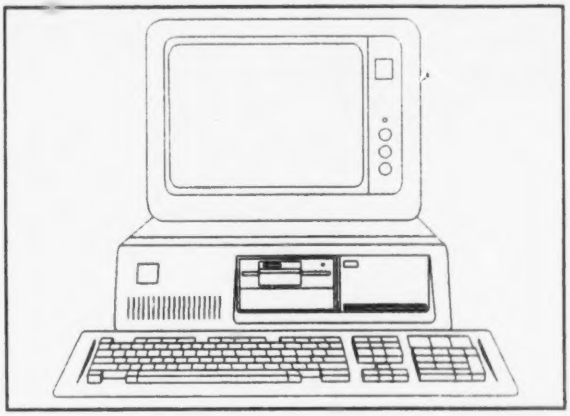
Ship To:
Name: ______________________
Title: ______________________
Address: ______________________
City: ______________ State: ________
Zip: __________ Phone number (___)________

* U.S. postage & handling included in prices, international users add $2 per title postage & handling

ACCESS ERIC







ACCESS ERIC

A report to the ERIC Directors

Beverly Swanson
June 22, 1993

ACCESS ERIC Update

This update is divided into three sections to present the following: highlights from the past year that are likely to be of particular interest to ERIC Directors, an overview of current collaborations with ERIC components, and a sketch of upcoming initiatives.

I. Year-to-Date Highlights (August 1992–present)

Systemwide Referrals and Publications Development

- Even as more users are contacting ERIC through electronic means, the toll-free 1–800–LET–ERIC line keeps ringing! An average of 400 educators, librarians, parents, and others call for general ERIC information and education reference and referral each month; another 200 per month send letters. Questions about gaining free access to the ERIC database via the Internet are becoming very common. In the last ten months, ACCESS ERIC staff have made more than 1,500 referrals within the ERIC System (see Attachment A for breakout by component). In addition, ACCESS ERIC has distributed more than 2,000 single copies of various System publications by mail (see Attachment B).

- In recent months, the following materials have been produced by ACCESS ERIC (many, of course, with substantial input from the rest of the System):

  - *A Pocket Guide to ERIC* (revised)
  - *1993 ERIC Calendar of Education-Related Conferences*
  - *ERIC Review* issues devoted to education partnerships (with JC) and K–12 school computer networks (with IR)
  - *Catalog of ERIC Clearinghouse Publications In-Print: 1993*
  - *ERIC Users' Interchange*

  Other publications in various stages of development include:

  - ERIC Annual Report 1993 (draft distributed to Directors)
  - *Striving for Excellence: The National Education Goals*, Vol. 2 (in formatting stage)
  - *ERIC Directory of Education-Related Information Centers* (bluelines being held pending new Clearinghouse addresses)
  - Brochures for parents and teachers on parent involvement, substance abuse prevention, kindergarten (with PS), and standardized testing (with TM) (in review)
  - *ERIC Review* issue on alternative assessment (with TM; in draft ms. stage)
  - *Directory of ERIC Information Service Providers* (in data collection stage)

Outreach Activities

- Staff have represented the ERIC System through exhibits and presentations at several conferences, including those of the National Association of Partners in Education, the National Community Education Association, the American Library Association, the National Middle Schools Association, the Association of Supervision and Curriculum Development, the Education Writers Association, and the Partnership of Drug-Free Schools and Communities. Special thanks to the many Clearinghouses that sent materials for distribution at one or more of these conferences and to Dorothy Stewart of SP, who provided ERIC database searches at two of them.

- ACCESS ERIC and EDRS sent a joint mailing to the nation's 17,000 public school superintendents to acquaint/reacquaint them with ERIC and its resources for administrators and teachers. Several hundred superintendents called to receive follow-up information.

- Staff are about halfway through a project to contact the inservice coordinators at every state department of education in the country to determine their staff development priorities and their familiarity with ERIC and its resources for teachers. Most of the contacts thus far have emphasized alternative assessment and school restructuring as their top priorities. While they themselves tend to be familiar with ERIC, they report that the teachers with whom they work are generally not, unless they are doing graduate work. In response to the information gained during the phone interviews, staff follow up by mailing resource packages that include general ERIC information, ERIC Digests, and referrals to appropriate Clearinghouses. We anticipate making the list of inservice directors and their interests available to the whole ERIC System after the initial interviews are completed.

- In the past year, ACCESS ERIC has placed information about ERIC materials and services in many publications, ranging from the national-level *Education Week* and *Teacher* and *Electronic Learning* magazines to association organs such as the National Association of Secondary School Principals' *Bulletin* and the National Science Teachers Association's *Science and Children* to local newspapers, including the *Prince George's County (MD) Journal* and *Bergen County (NJ) Kids*.

- For the past six months, ACCESS ERIC has maintained a bulletin board on the popular online service, America Online. (Check it out: it's in the Teachers' Information Network–Resource Pavilion section of the Learning and Reference file). Bulletin board users can post questions and download files, including *A Pocket Guide to ERIC* and IR's *Internet Access Points to ERIC*. Recently, we have begun working with Clearinghouses to prepare topical information packages for AOL that consist of ERIC Digests, sample searches, and referrals from the *Education-Related Information Centers* database. So far, packages on school restructuring (EA), site-based management (EA), nongraded and mixed-age education (PS), portfolio assessment (CS), and whole language (CS) have been uploaded.

- Other online activity that ACCESS ERIC is undertaking on behalf of the ERIC System includes the following:
  - Making the *ERIC Calendar of Education-Related Conferences*, the *ERIC Directory of Education-Related Information Centers*, the *Directory of ERIC Information Service Providers*, and the *ERIC Digests Online* files available on GTE. Negotiations are now underway to develop an ERIC bulletin board on GTE that will include a listing of "ERIC Bestsellers" with online ordering capacity.
  - Providing ERIC information, including *A Pocket Guide to ERIC* and selections from *The ERIC Review* and *Striving for Excellence*, to CompuServe, America Tomorrow, and SERVE-Line (SouthEastern Regional Vision for Education's toll-free bulletin board service).
  - Supporting AskERIC through referrals and file sharing.

II. Collaborations with ERIC Components

- As noted above, Clearinghouses and support components have provided valuable content development and review of publications produced this year, particularly the *Catalog of ERIC Clearinghouse Publications*, the *ERIC Calendar of Education-Related Conferences*, *The ERIC Review*, and *Striving for Excellence*. We look forward to your ongoing collaboration in developing and publicizing these resources and will be happy to continue to provide information for, and review of, ERIC-developed publications as requested.

- ERIC Clearinghouses have been very responsive in providing electronic copies of Digests and other materials for various online activities. To date, our efforts to upload topical packages to America Online have been driven by initial user requests and have involved only a handful of Clearinghouses. We would eventually like to prepare topical packages in collaboration with all interested Clearinghouses.

- ACCESS ERIC continually looks for opportunities to promote the Clearinghouses through special mailings such as one on behalf of SE to 200 African American secondary science and mathematics teachers in the Quality Education for Minorities network; one on behalf of SO to the fifty state-level coordinators of the National Geographic Alliance; and one on behalf of the entire System to the Network Facilitators of the Association for Supervision and Curriculum Development. A mailing to the education liaisons of the National Governors Association and the membership of the Education Writers Association are under development.

- ACCESS ERIC continues to promote and distribute ERIC Clearinghouse publications directly as requested. Five Clearinghouses currently participate in this no-cost program; their total reimbursements are expected to exceed $3,000 by the end of this contract year (August 1993). Other Clearinghouses are welcome to send titles and announcements for any publications they would like ACCESS ERIC to distribute to Beverly Swanson or Matt Soska; you will receive a reimbursement check and a list of publications sold at the end of each month.

III. Future Initiatives

Contract Modification

- ACCESS ERIC has received a contract modification to accomplish the following:

  1) Format two issues per year of *Recent Publications of the U.S. Department of Education in the ERIC Database* (to replace the *OERI Early Alert* publication);

  2) Expand networking activity on behalf of the ERIC System to various non-Internet information services and bulletin boards used by teachers; and

  3) Identify and prepare ERIC Digest-like materials produced by the National Research and Development Centers, Regional Educational Laboratories, and professional education associations for addition to the ERIC Digests Online file.

Revitalized Liaison Program

- Because the various Clearinghouses and support components have different needs in terms of reaching their target audiences, ACCESS ERIC plans to designate a staff member to plan and carry out collaborative projects with each component.

Training

- As more individuals become able to access ERIC through public and private networks (as opposed to libraries, where searching assistance is available), we anticipate high demand for additional training on how to approach a database search. (WAIS and other technologies may eventually make Boolean logic obsolete, but for right now, we are hearing from baffled callers with newfound access to ERIC who don't get what they need when they key in "reading"!) There is a clear need for training materials that take these novice users into account.

Further information about these initiatives will be forthcoming later this summer.

Attachment A

Telephone Referrals to ERIC Components

(August 1992 through May 1993)

ERIC Component	Number of Telephone Referrals
Adult, Career, and Vocational Education	78
Assessment and Evaluation	60
Community Colleges	15
Counseling and Student Services	53
Disabilities and Gifted Education	136
Educational Management	173
Elementary and Early Childhood Education	79
Higher Education	42
Information & Technology	103
Languages and Linguistics	22
Reading and Communication Skills	56
Rural Education and Small Schools	68
Science, Mathematics, and Environmental Education	153
Social Studies/Social Science Education	22
Teaching and Teacher Education	44
Urban Education	39
Adjunct ERIC Clearinghouses:	
Art Education	7
Consumer Education	5
Chapter One	5
Literacy Education	7
Japan Studies	2
ERIC Facility	49
OERI/ERIC	81
ERIC Document Reproduction Service	212
Oryx Press	14
Year-to-Date Total	**1,525**

Attachment B

Distribution of Free Publications[1]

(August 1992 through May 1993)

ERIC Component	Number of Publications
Adult, Career, and Vocational Education	41
Assessment and Evaluation	67
Community Colleges	2
Counseling and Student Services	30
Disabilities and Gifted Education	86
Educational Management	52
Elementary and Early Childhood Education	248
Higher Education	16
Information & Technology	784
Languages and Linguistics	3
Reading and Communication Skills	61
Rural Education and Small Schools	57
Science, Mathematics, and Environmental Education	264
Social Studies/Social Science Education	156
Teaching and Teacher Education	4
Urban Education	29
ERIC Processing and Reference Facility	315
Year-to-Date Total	**2,199**

---

[1] This figure includes only on-demand distribution. It does not include the numerous copies distributed at conferences and in special joint mailings.

ORYX

TO: ERIC Colleagues and Customers

FROM: Phyllis Steckler, President, Oryx Press

DATE: June 16, 1993

SUBJECT: Potential New ERIC Product in Electronic Format

****

As most of you know, Oryx Press has proudly published CIJE and many other ERIC publications, including the Thesaurus of ERIC Descriptors, for almost 15 years. Our commitment to the ERIC system and its users remains constant.

For the past several years, we have heard from many of you that there is a existing need for full-text ERIC information. This is consistent with the ERIC mission to extend its outreach to schools, specifically administrators and teachers, in addition to better meeting the needs of its current customer base by providing primary information. For this reason, Oryx has been working diligently to identify the optimum information product to meet these criteria. We have completed our initial product development work and we are now at the stage at which we need involvement and specific direction from you.

We have tried to make this process simple so that you can communicate your reaction to our thinking via the attached survey. It is our intent to shape our plans based on the responses we receive. Therefore, I hope that each of you will be candid about the following points: that you will think about your information needs in the future as well as at the present time; will gather collective intelligence from your colleagues, patrons, co-workers, etc., in order to ensure that we consider a variety of users for the product; and that you will be realistic in estimating how far you are willing to stretch your budget in order to access a full-text ERIC electronic product that will eliminate the need for a number of your print subscriptions.

If, after you complete the attached survey, you feel that there are additional considerations that we should take into account before moving ahead, please either jot them down and send them to me, or, if you prefer, please call us so that we can have the benefit of talking with you and hearing your reactions.

Oryx has made this investment because we believe, from all that we have heard through the ERIC system and its users, that the time is here (if not overdue) for us to publish the type of full-text electronic products that you will see described on our survey. We are prepared to go ahead with this venture if the survey supports the idea that there is a need and a ready market for a successful product launch. If you can complete this brief survey and return it to us within the next few weeks that will be very helpful to our planning for getting the product out this year.

The Oryx Press An Arizona Corporation 4041 North Central at Indian School Road
Phoenix, AZ 85012 602-265-2651 FAX 602-265-6250

TO: ERIC Colleagues and Customers

FROM: Phyllis Steckler, President, Oryx Press

DATE: June 16, 1993

SUBJECT: Potential New ERIC Product in Electronic Format--Survey

****

BACKGROUND

(1) For whom do you work?

___Academic Library	___School Library	___Public Library
___College or University	___School	___Medical Facility
	___School District	___Other________
	___Department of Ed	________________

(2) If you work in a library, is it

___Large ___Medium ___Small

(3) What is your title? ________________________

(4) Do you actively participate in deciding what CD-ROM or other electronic products your institution purchases? ____Yes ____No

____We don't purchase CD-ROM or electronic products

ERIC FULL-TEXT PRODUCT SURVEY

(1) Do you and/or your co-workers or library users currently use ERIC? If Yes, please note:

(a) Who uses it? ________________
(b) How often? ________________
(c) In what format? ________________

(2) Would you be interested in a full-text ERIC CD-ROM product?

___Yes ___No ___Don't know

(3) Please note the degree to which you would be interested in purchasing the following full-text ERIC products:

PRODUCT A: 15 YEARS OF THE FULL ERIC BIBLIOGRAPHIC DATABASE WITH FULL-TEXT OF THE MOST RECENT 5 YEARS OF ALL INDEXED JOURNALS AND 2,500 "BEST OF ERIC" DOCUMENTS.

___Very interested in product at an estimated price of $6,000.
___Somewhat interested in product at an estimated price of $6,000.
___Not at all interested.

PRODUCT B: 15 YEARS OF THE FULL ERIC BIBLIOGRAPHIC DATABASE WITH FULL-TEXT OF THE MOST RECENT 5 YEARS OF ALL INDEXED JOURNALS (NO DOCUMENTS).

___Very interested in product at an estimated price of $5,000.
___Somewhat interested in product at an estimated price of $5,000.
___Not at all interested.

PRODUCT C: 15 YEARS OF THE FULL ERIC BIBLIOGRAPHIC DATABASE PLUS FULL-TEXT OF ONE-THIRD OF THE 5 YEARS INDEXED JOURNALS AND 2,500 "BEST OF ERIC" DOCUMENTS.

___Very interested in product at an estimated price of $3,000.
___Somewhat interested in product at an estimated price of $3,000.
___Not at all interested.

PRODUCT D: 15 YEARS OF THE FULL ERIC BIBLIOGRAPHIC DATABASE PLUS FULL-TEXT OF ONE-THIRD OF THE LAST FIVE YEARS INDEXED JOURNALS (WITH NO DOCUMENTS).

___Very interested in product at an estimated price of $2,000.
___Somewhat interested in product at an estimated price of $2,000.
___Not at all interested.

(4) If estimated price has affected your response to any of these four products, please indicate:

PRODUCT A	Affordable at _________
PRODUCT B	Affordable at _________
PRODUCT C	Affordable at _________
PRODUCT D	Affordable at _________

(5) Are you currently on the Internet?

___Yes ___No

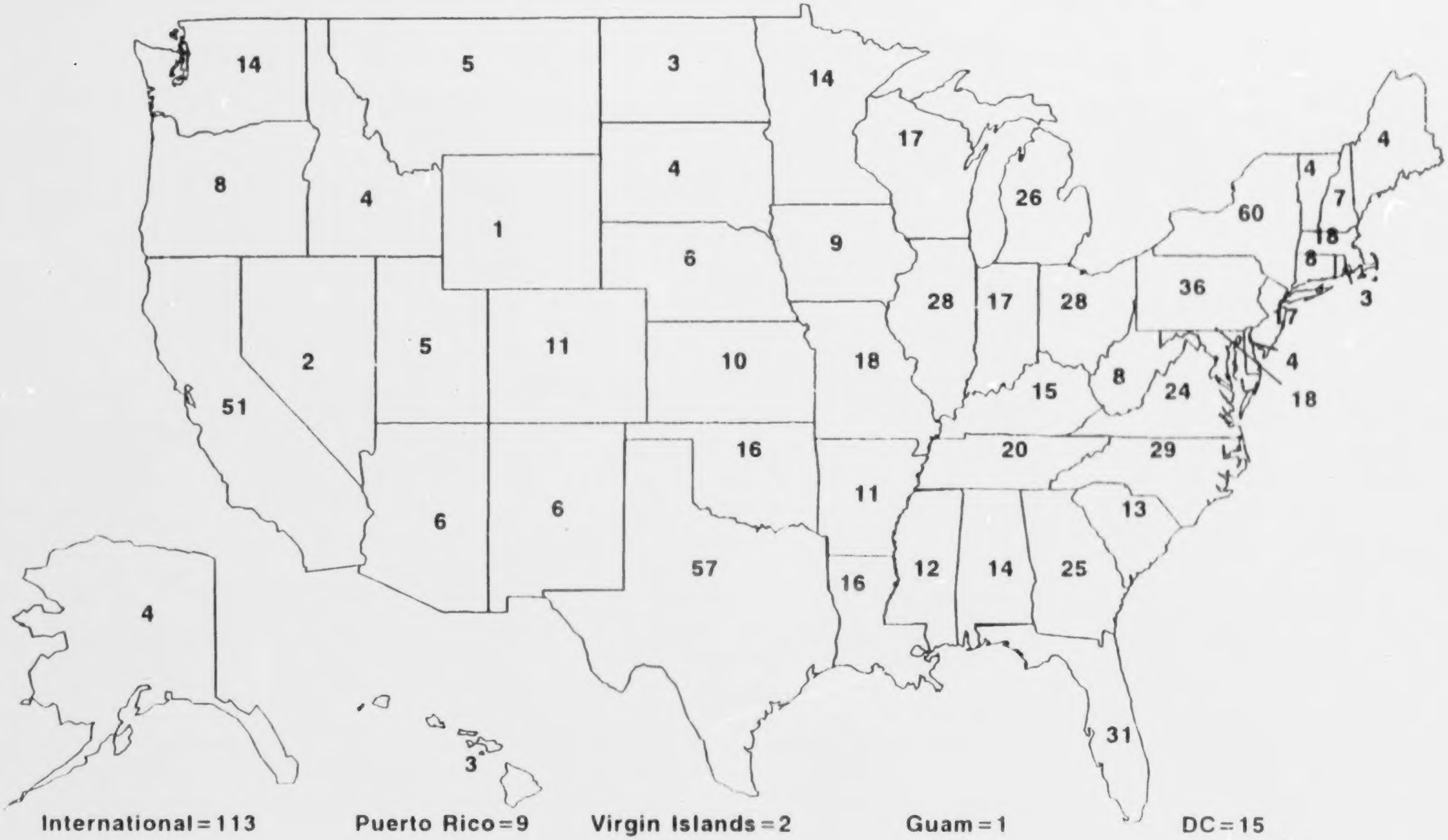
(6) Do you search the ERIC database on the Internet?

___Yes ___No

Attachment 18-1

ERIC Microfiche Collections
(Geographic Distribution - U.S.)

June 18, 1993 - 910 Customers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International=113 Puerto Rico=9 Virgin Islands=2 Guam=1 DC=15

Attachments

ERIC DIRECTORS MEETING
ERIC NATIONAL TECHNICAL MEETING
June 21-24, 1993
Washington, DC

ERIC Processing and Reference Facility Report

I. GENERAL

A. *ERIC Processing Manual* (EPM) Revision

The lengthy EPM revision effort was finally completed in September 1992. All sections were completely re-written and brought up-to-date. A Glossary and Subject Index were added to facilitate use. The new EPM was entered into the database (ED 348 055) and some stock was set aside for sale to the public (@ $75 each).

B. ERIC Usage Fees

The long battle to impose modest usage fees on the online and CD-ROM vendors for their use of ERIC was lobbied against aggressively by ALA and IIA and was finally put on indefinite hold by the agency. The hope is now that appropriated funds will become available for the various system improvement activities for which usage fees were originally targeted. As a result of this decision, the copyright notice placed on all ERIC magnetic tapes leaving the Facility during 1992-1993 will be removed.

C. Facility 800 Number

In line with the system-wide trend, the ERIC Facility recently acquired an 800 number (1-800-799-3742). It will be added to the *ERIC Network Directory*, *Pocket Guide to ERIC*, Facility letterhead, etc. For a mnemonic, remember 1-800-QYZ-ERIC!

II. PRODUCTS

A. ERIC Digests

A complete annotated bibliography of all ERIC Digests (1,504) produced to date was published in April 1993. This handy reference provided a full set of indexes to Digests, identified those in the database (1,321), identified those not in the database (165), identified those available in full text (1,062) and tried basically to be a complete reference for Digests.

B. Publications About ERIC

A complete annotated bibliography of all publications written *about* ERIC, 1960-1992, was published in January 1993. This item listed 689 citations and provided a full set of indexes. It cumulates (and therefore supersedes) all previous editions of this bibliography.

C. Encyclopedia of Library and Information Science

An extensive article on ERIC was prepared for the *Encyclopedia of Library and Information Science*. The article is notable in including a complete table listing all ERIC components to date and all past and present Directors of those components (including their years of service).

D. ERIC Ready References

Ideas for new ERIC Ready References continue to be suggested. The Facility is currently working on the following three new Ready References: **#17** Journals Covered by CIJE; **#18** Field Labels in Use by ERIC Database Vendors; **#19** ERIC-at-a-Glance (Graphic Display).

E. *ERIC Acquisitions Arrangements List* (EAA)

The 1993 edition of the complete list of *ERIC Acquisitions Arrangements List* is currently being reproduced and will be available before this conference is over. It lists a total of 1,771 arrangements.

Because we have not yet heard from all Clearinghouses concerning their contacts with educational publishers, no information on this subject could be included in this EAA, but it will be included in supplements and future editions.

III. LEXICOGRAPHY

ERIC has been invited by the AERA and Oryx Press to participate in a massive project to update and revise Good's *Dictionary of Education*. The Facility Lexicographer will attempt to see that this effort takes advantage of the many fine definitions developed by ERIC for its *Thesaurus* over the years and that any ERIC definitions used receive appropriate credit.

IV. INTERNATIONAL

A. ERIC on DataStar

ERIC was added to the DataStar online offerings in late 1992. Shortly thereafter, DataStar was acquired from RadioSuisse by DIALOG. Word has it that DataStar will continue as an independent operation during 1993 but that in 1994 changes may occur. When BRS and ORBIT were acquired by the same company, ERIC was continued on BRS but was dropped from ORBIT, in order to avoid double loading of the ERIC database. The same phenomenon could occur in this case.

B. International ERIC

In October 1993, DIALOG is scheduled to come out with a new CD-ROM product entitled (with ERIC's permission) "International ERIC". This product will contain the three ERIC-like databases from Australia (AEI), Britain (BEI), and Canada (CEI). The thought is that creating this "data proximity" will inevitably lead to further efforts at standardization, coordination, and elimination of duplication.

C. IAUDOC

The International Association of Universities (IAU) has produced the first electronic version of its *International Bibliography of Higher Education*. The ERIC/HE Clearinghouse has been selecting ERIC accessions for the U.S. contributions to this international bibliography. The ERIC Facility has been converting these records to IAUDOC format. This collaboration will continue and ERIC is attempting to help improve the level of participation by other countries and the prospects for an eventual commercial product.

V. DATABASE BUILDING

A. Reproduction Release Forms as Last Pages of Document (and Microfiche)

Beginning with the 1993 input to RIE, the Clearinghouses were asked to include the Reproduction Release (Specific Document) Form as the last page of each document requiring such a form. This new procedure has been implemented with a minimum of problems and seems to be going smoothly. It provides a handy way to archive these permissions without setting up extensive paper files. (Having the contributor's telephone number on a large percentage of these forms has already come in handy on many occasions for purposes of resolving problems and obtaining better copies.)

B. "Practice File"

The DIALOG problem involving accidentally deleting the 27,000 "Practice File" accessions from their ERIC CD-ROM has come and gone. The new DIALOG disk has restored the missing accessions. The glitch was useful in that it led to DIALOG choosing a totally different selection algorithm when pulling ERIC records from their online file for purposes of updating their CD-ROM file.

C. ISSN Number Problem

As a result of a bug in the computer program that checks EJ records against the "*Source Journal Index*", some 1,338 EJ records in the last three years were given incorrect ISSN numbers. These records were identified by Oryx Press and corrected by the Facility. Corrected records were sent to all major vendors and offered to all tape subscribers (free of charge). DIALOG has already mounted the corrected records.

D. Education-Related Books in ERIC Database

As a result of the new Clearinghouse Statements of Work, increased numbers of education-related books are beginning to be seen in the input for RIE. Since ERIC has always included *some* books, there is no major problem in processing this material for the database. However, some new processing guidance is in order and will be prepared. So far the major concern has been copyrighted books that are also clearly funded by the U.S. Department of Education. These should be processed at Level 1 and it will be necessary for the Clearinghouses to send in actual copies of such documents with the resumes.

E. RIE Input Levels for 1993

RIE input levels for 1993 are running approximately 500 documents under total input levels for the same period in 1992. The Facility attributes this primarily to the disruption caused by all sixteen Clearinghouses being competed simultaneously in 1993. With work already started on the August issue, indications are that this trend may not be completely reversed in the four issues remaining. If so, the annual total for 1993 will be closer to 12,500 than last year's 13,000.

F. Electronic Journals/Articles

As electronic journals continue to grow in number, the question of whether ERIC should create database entries for electronic articles from these journals has arisen. The Facility is concerned about the future availability of such articles and believes that the criteria for selecting such items should include some evidence that provisions have been made for the archiving of the journal for the benefit of future users trying to follow-up on retrieved citations. In order to focus the discussion, a possible ERIC policy for the processing of electronic journals has been drafted and is available as a separate handout.

G. Digests in Full Text File (EDO)

The EDO file currently contains a total of 1,062 ERIC Digests in full text. There is an interest in extending the content of this file to non-ERIC Digest-like publications. ACCESS ERIC has been given a task to identify non-ERIC candidates for the EDO file. The Facility believes that approximately 75% of such non-ERIC items are already being acquired through present acquisitions efforts and can be found in the database. ACCESS ERIC is testing this hypothesis. A search by the Facility of the first quarter of 1993 revealed 25 non-ERIC Digest-like documents in the database.

A set of selection criteria for non-ERIC Digests has been developed by the Facility and is available as a separate handout.

All items appearing on the EDO file must first be entered into the ERIC database in order to have a basic description prepared. This processing would occur in the normal way. Once selected for the EDO file, the item would have to be converted to electronic full text either by obtaining electronic text from the source or by ERIC's scanning or keying the item directly.

V. Computer-Related

A. Boeing Computer Services (BCS) — ESA Operating System

BCS is the central computing facility of the U.S. Department of Education. The Facility is directed to do all of its mainframe processing work at BCS. During the past year BCS made a major conversion to a new Operating System called ESA. This conversion involved changes in virtually every Facility file stored at BCS, in all the ERIC programs run at BCS, and in the way data corrections and changes are made online from remote Facility terminals connecting with BCS. All of this work was, of course, transparent to the Clearinghouses, but occupied a considerable amount of the time of our computer staff. The changeover is now complete.

B. ERIC Facility Local Area Network (LAN)

During the past year, the Facility has installed a Novell-based LAN interconnecting all sixteen microcomputers serving ERIC Facility staff. The LAN provides all staff with common access to a large body of office software, such as WordPerfect, Lotus 1-2-3, etc., as well as high-speed modems, Laser printers, and major internal systems such as the "Documents in Process" (DIP) package used by Acquisitions, the "RIE Removes/Delays" package used by the RIE Editors, and the "Acquisitions Data Report" (ADR) file used for duplicate checking purposes. We are currently at work on a front-end system that would essentially downsize the LIDS part of the ERIC software to the LAN, thereby permitting the Editors to check and validate data against authority files and make changes locally online without having to go to the mainframe. The LAN increases the Facility's computer resources and provides these resources to each and every Facility staff member.

C. Internet

Probably the biggest computer-related news of the year is ERIC's headlong surge toward the Internet: e-mail via Internet, data/file transmissions via Internet, and connection with the user via Internet. All this has happened with startling speed and continues to evolve. The final outlines are by no means set. The simple local bulletin board system ERIC formerly used called Multilink has gone the way of the country cracker barrel store. Internet is a new way to send and receive messages and data, augmenting mail, telephone, and the FAX. ERIC has enthusiastically jumped on the Internet "ride" and only time will tell exactly where it will take us.

D. INET

The INET computer system is OERI's Internet node. It is now up and running and provides OERI staff with a way into the Internet and common access to any number of OERI data files mounted on the INET server.

Access to INET is being given to the ERIC Facility and to ACCESS ERIC and will soon replace the Facility's current way into the Internet via GW University.

E. ADR File Expansion

The Acquisitions Data Report (ADR) is a file of all documents currently in-process at the ERIC Clearinghouses. "In-process" can mean different things at different Clearinghouses, but it generally means at a minimum that the document is thought to be a serious candidate for RIE announcement. A document may be a month away from getting an author-signed Reproduction Release Form, but entry in the ADR means that it is in the pipeline.

With the demise of "Early Alert" product, there is an interest in seeing to what extent the *Acquisitions Data Report* (ADR) can fill the gap in providing access to items at an early stage and *before* they have managed to make it into the ERIC database.

In order to do this the current truncated ADR record (developed strictly for duplicate checking needs) would have to be expanded to fill other information needs. For example, we would probably have to capture full title, add first author, and capture some institutional name data (however unstandardized it might be at that stage).

The Facility has submitted a proposal to expand the ADR record and to re-write the ADR software. The resultant file/system would probably be made available to OERI and agency staff via INET. Access beyond that at a later date is also possible.

The impact on the Clearinghouses would be that they would have to create a slightly larger ADR record, e.g., full title, first author, institutional name indication.

Educational Resources Information Center

ERIC Processing and Reference Facility, Information Systems Division
1301 Piccard Dr., Suite 300, Rockville, MD 20985-4305
301-258-5500, FAX 301-948-3695

Ted Brandhorst
Director

For FY 1992, $7.1 million was appropriated for ERIC. Of this amount, approximately 80 percent went to support the 16 ERIC Clearinghouses. The remaining 20 percent was used to fund the printing of ERIC publications by the U.S. Government Printing Office (GPO) and the operations of the three technical support contractors: ERIC Processing and Reference Facility (for database building); ERIC Document Reproduction Service (EDRS) (for micrographics and document delivery); and ACCESS ERIC (for outreach). Throughout the ERIC network of contractors, approximately 250 individuals are involved (part-time or full-time) in creating ERIC products and providing ERIC services.

Database Size and Growth

The ERIC database comprises two files: *Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE)*. The ED records announced in *RIE* represent documents; they are approximately 1,800 characters long on average. The EJ records announced in *CIJE* represent journal articles; they are approximately 650 characters long on average. Overall, the ERIC database through 1992 is approximately 908 million bytes in size and growing at a rate of around 35 million bytes per year.

Table 1 / Database Growth, 1966-1992

File	No. of Records		
	1966-1991	1992	Total
Resources in Education (RIE) (1966-) ED Records	328,394	13,025	341,419
Current Index to Journals in Education (CIJE) (1969-) EJ Records	430,750	18,792	449,542
Total	759,144	31,817	790,961

ERIC Operations

Reproduction Release Forms

Beginning with the January 1993 issue of *Resources in Education*, ERIC began to film, as the last page of each document (and the last frame of each fiche), the signed reproduction release form giving ERIC permission to reproduce that document. If the document is covered by a blanket release (on file) or is federally funded, a "reproduction basis" form stating the particular case is used in lieu. This action obviates the need for ERIC to maintain separate paper files of signed repro-

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duction release forms. The form will not be included as part of paper copies reproduced on demand for users.

Full-Text Products

Products that will store the full text of selected ERIC documents and journal articles on optical media are an obvious next step and are under development at several locations. In anticipation of such products, ERIC has, since 1990, retained copies of the original documents accessioned into its database, in the event that they should be needed for scanning purposes. Also, since the first generation of such products is apt to be selective rather than comprehensive, the ERIC Clearinghouses continue to tag the accessions that are the best candidates (i.e., that meet both quality and size criteria) for full-text products.

Internet

Internet is a network of computer networks providing users with E-mail, bulletin board, and file transfer capabilities. During 1992, all the ERIC components systematically acquired Internet addresses for their organizations as a whole and for their staff individually. ERIC is now fully interconnected for rapid communication purposes via Internet, augmenting the existing telephone connections. The Internet addresses of each ERIC component are provided in the semiannual *ERIC Network Directory* and can be obtained on request by contacting any ERIC component.

ERIC Products and Services

ERIC Processing Manual

The *ERIC Processing Manual (EPM)* documents the rules and guidelines for the acquisition, selection, and technical processing of documents and journal articles by the various components of the ERIC system. It contains chapters titled "Acquisitions," "Selection," "Handling and Shipping," "Cataloging," "Abstracting/Annotating," "Indexing," "Vocabulary Development and Maintenance," "Data Entry," "Database Changes (Post-Publication)," and "ERIC Clearinghouse Scope of Interest Guide." There are a glossary and general index. During 1992 the *EPM* was completely revised and updated. The 1992 edition (ED-348 055) supersedes the 1982 edition (ED-219 082). In addition to being in the ERIC database and microfiche collection, the new *EPM* may be obtained in printed form from the ERIC Facility ($75, domestic postage paid; $7.50 per section).

Publications about ERIC

Being one of the earliest machine-readable bibliographic databases, and one of the first such to be made available online and via CD-ROM, ERIC has been the subject of many documents and articles. The ERIC Facility has attempted to keep up with these writings and has periodically issued an annotated bibliography listing them.

Accession numbers follow:

Table 2 / ERIC Bibliographies of Publications about ERIC

Accession No.	Period Covered	No. of Entries
ED 169 955	1964–1978	259
ED 262 784	1979–1984	131
ED 308 874	1985–1988	107
Not published	1989–1992	166
In process (early 1993 publication)	1960–1992 (cumulative)	573

Because the three bibliographies published to date force today's researcher to look inconveniently in three different places, because some of the earlier items did not originally have accession numbers, but later acquired them, and because some historically useful precursor documents have been newly identified, it was decided to make the fourth edition (due out in early 1993) a superseding cumulation of the citations found to date. It will contain a total of 673 citations (561 to items in the database and 112 to items not in the database). It can be obtained from the ERIC Facility.[1]

ERIC Document Reproduction Service

ERIC Document Reproduction Service (EDRS) is the document delivery arm of ERIC. Orders for microfiche or reproduced paper copies may be placed by correspondence, telephone, online vendor, E-mail, FAX, or in person. EDRS prices for microfiche and reproduced paper copies are the most economical in the business. Prices for 1993 are as follows:

Product	Price
Microfiche (price per card)*	
Monthly subscription	
(approximate annual cost: $2,000)	$0.110 (diazo) $0.235 (silver)
Back collections (1966–previous month)	$0.141
Clearinghouse collections	$0.280
On-demand documents	
Per title (up to 5 fiche = 480 pages)	$1.183
Each additional fiche (96 pages)	$0.250
Reproduced paper copies	
First 1–25 pages	$3.30
Each 25-page increment (or part thereof)	$3.30
1992 Cumulative indexes on microfiche	
Subject, author, title, institution, descriptor, and identifier indexes	$75.00

*Diazo, unless otherwise specified

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[1] A major article on ERIC was published toward the end of 1992 in the *Encyclopedia of Library and Information Science* (volume 51, supplement 14), pp. 208–225. This article is unique in providing a historical list of the directors of all ERIC Clearinghouses and other components for the 27-year period 1965–1991.

ERIC Digests

ERIC Digests are concentrated two-page treatments of key education topics, designed for the educator who needs information but has little time to search or to read. Through 1992, ERIC had published approximately 1,400 digests (see ERIC Ready Reference 10A-B for the latest list). Most are available free from the producing clearinghouse. The full text of approximately 1,000 digests is now available online, via the various ERIC-on-CD-ROM products, and from several WAIS servers via Internet. For example, on the DIALOG online file, DT = 073 will retrieve the records and Format 9 will print the full text of each.

AskERIC

Starting November 1992, the ERIC Clearinghouse on Information Resources (IR) began AskERIC, a prototype Internet-based electronic question-answering, help, and referral service. AskERIC is intended to provide insight into (1) the nature and extent of the information needs of K-12 educators, and (2) alternative approaches for delivering question-answering, help, and referral services to individuals over Internet. AskERIC will begin its service with three state networks: NYSERNET (New York State area), TENET (Texas), and SENDIT (North Dakota). Conclusions drawn from the project will help determine future roles for the ERIC system in meeting national education information needs.

AskERIC will receive questions from K-12 teachers, library media specialists, and administrators via Internet. Within 48 working hours, AskERIC will respond with an appropriate answer or referral response. ERIC Clearinghouses will be requested to provide information in their specialty areas to AskERIC users.

External Relations

DataStar

The European online vendor DataStar (owned by Radio-Suisse) worked with the ERIC Facility during 1992 to mount the ERIC database on its online service in November. DataStar now takes its place next to DIALOG, BRS, and OCLC as one of the four major online services offering access to ERIC.

International Bibliography of Higher Education

The International Association of Universities (IAU) in Paris launched an *International Bibliography of Higher Education* during 1992, based on contributions from the ministries of education (or equivalent organizations) from Unesco member countries. The ERIC Clearinghouse on Higher Education (ERIC/HE) was designated the official contributor for the United States and makes the selection of items to be sent to IAU from the ERIC database on a quarterly basis. The ERIC Facility wrote a computer program to convert ERIC records into the required IAUDOC format.

InterEd

The *Australian Education Index (AEI)*, *British Education Index (BEI)*, and *Canadian Education Index (CEI)*, together with ERIC, constitute an informal group known as

InterEd, aimed at improving cooperation, compatibility, convertibility, and coordination between these organizations with similar interests. During 1992, the big news was the signing of an agreement with DIALOG for a single combined CD-ROM product to include *AEI*, *BEI*, and *CEI*, and to be called (with ERIC's permission) *International ERIC*.

Information Science Abstracts Plus

During 1992, SilverPlatter launched a new CD-ROM product called *Information Science Abstracts Plus*. It consists of the regular Information Science Abstracts database (published in printed form by Plenum Publishing), augmented by relevant input from the ERIC database. The resultant product is made up of approximately 30 percent ERIC citations (with no attempt made as yet to eliminate duplication between the two sources). The ERIC input is provided by the ERIC Facility and is arrived at automatically via a complex computer search profile negotiated with SilverPlatter.

ERIC Usage Fees

During 1992, the ERIC Program Office announced a proposal to seek usage fees from commercial and academic purchasers of the ERIC data tapes. Heretofore, ERIC has realized basic cost recovery for providing its tapes, but has not received any income from commercial or other use of its database. The proceeds of such a fee would be used for maintenance and dissemination-related system improvements, e.g., renovation of ERIC's aging software. Vendors would be asked to pay 10 percent on ERIC-related revenues. Academic institutions would be asked to pay a flat $750 annual fee.

Reactions to ERIC's announcement were mixed, with the American Library Association registering a strong negative.

PROPOSED REVISION OF VOCABULARY REVIEW PROCEDURES

Dear VRG Members:

The current process for vocabulary development was designed subsequent to the Vocabulary Improvement Project (VIP), when all 16 Clearinghouses had a representative on staff who had been trained in vocabulary development and who during the VIP garnered a considerable amount of experience in assessing vocabulary problems and needs, writing scope notes, and preparing displays. Unfortunately, few of these staff members are still with the ERIC system. The new vocabulary coordinators find the process too cumbersome, difficult, frustrating, and time-consuming. Systemwide, there is dissatisfaction with the length of time required to get a new term into the Thesaurus. This problem is compounded by the fact that Clearinghouses tend to batch their vocabulary proposals toward the end of their contract so that the Facility lexicographer is inundated with a large number of terms in a short period of time each year.

Jim Houston, Kevin Arundel, Pat Coulter and I have been working on the development of a revised process to resolve many of the problems that have been identified with the current system. The revised process, which has already benefited from input from Jane Henson, Sandra Kerka, Ted Brandhorst, and Carolyn Weller, seeks to accomplish the following:

- o Speed up processing;
- o Regularize Clearinghouse input;
- o Reduce duplication of effort by Clearinghouse and Lexicographic staff;
- o Streamline and simplify the process, for both experienced and relatively untrained staff;
- o Continue broad input both from within and outside the system;
- o Ensure that the Facility lexicographer receives a more evenly spaced number of proposed changes and modifications that he can commit to handling each month;
- o Utilize the Internet to reduce paperwork and facilitate communication.

Please review the procedures outlined below and send me your reactions. Whenever possible, if you identify a potential problem -- particularly with respect to the ways in which the new process will affect your vocabulary work -- suggest specific ways in which the problem may be remedied. I am hoping to have responses from everyone within two weeks. If you will not be able to respond by August 27, please let me know as soon as possible.

Thanks for your prompt attention to this.

Anita Colby, VRG Chair

Procedures:

(1) To propose a new term or modification, Clearinghouses should put a message up on the Vocabulary LISTSERV (which has been created and is being managed by ERIC/PS) containing:

(a) the proposed new term;
(b) all Identifiers to be transferred to the term;
(c) a narrative discussion of what the term means, how and in what fields it is being used, and any relevant background information (such as reactions from experts in the field); and
(d) a list of synonyms (if any) to be considered as UF's.

The VRG group address is vocab@listserv.cso.uiuc.edu.

Please keep in mind that the MAJORDOMO software used to maintain the list differs from other LISTSERV software. If you have any questions or encounter any problems, please contact Phil Meyer at ERIC/PS at pmeyer@alexia.lis.uiuc.edu.

Simultaneously, the Clearinghouse will send to the Facility lexicographer

(e) an ASCII list of EDs and EJs to which the term will be posted (excluding those already posted with the Identifiers to be transferred to the new term); and
(f) photocopies of as many definitions and significant usages as can be found (at least 5) with focus on definitions culled from the ERIC literature and relevant dictionaries, glossaries, etc. (Citations must be provided).

* *
* Any Clearinghouses that wish to complete a full lexicographic work-up *
* of their terms are welcome to do so. In this case, the LISTSERV *
* message will include a proposed scope note and a full display of *
* UF's, BT's, NT's, and RT's. *
* *

However, Clearinghouses do not have to supply finished scope notes or complete hierarchical displays. The Facility lexicographer will provide a template indicating the information that should be submitted. Clearinghouses are free to download and use the template or submit their proposals in another form. The Facility lexicographer will provide immediate feedback if there is a problem in the material the Clearinghouses are asked to submit, the search conducted, etc. The Facility lexicographer will verify the adequacy of the search, but generally will not attempt to verify all of the postings.

(2) In an effort to regularize the flow of new terms coming into the Facility, Clearinghouses will have a ceiling on input of 1 new term per month (a maximum, not a goal). If they wish to submit several terms, they can borrow slots from Clearinghouses with no vocabulary input that month. If they do not submit a term during a given month or arrange to switch terms with another Clearinghouse, they do not have the option of sending multiple terms/proposals later in the year. Switching of monthly slots can be arranged via the LISTSERV. Under this arrangement,

there should never be more than 16 terms/modifications coming into the Facility in any given month, and there should generally be less.

(3) The 16 (or fewer) terms received in any one-month period will be fully processed (i.e., implemented or rejected) within two months.

o Members of the Vocabulary Review Group (VRG) will have two weeks from the time the term is first proposed to comment. Responses may be as limited as "No comment" (only if the VRG member truly has no thoughts on the matter) or "Approve" (if the proposal has Clearinghouse support) or as substantive and detailed as desired. Some response is required from each VRG member, however, to ensure that everyone has received and reviewed each term.

o For approved terms, the Facility lexicographer will prepare the scope note and the full display. Scope notes will be prepared on the basis of the materials submitted by the originating Clearinghouses, other VRG members' comments, and original research conducted by the Facility lexicographer.

o When work on a term is completed, the term, scope note, and display will be routed to the VRG via the LISTSERV.

o The VRG will have 1 week to respond. Once again, some response is required.

o Unless there are major problems, the term will be added to the Thesaurus.

The two-month overall turnaround time will be fully implemented in January 1994, with the new Facility Contract. (See "Implementation Timeline, Stage 2).

(4) The Facility lexicographer and the VRG chair will decide if a term/change isn't warranted. In cases of controversy, the proposal will be brought to the VRG for a vote.

(5) The VRG chair will keep a log of all VRG LISTSERV activities, and will submit a monthly report to the VRG/Facility monitors at the ERIC Program Office.

(6) Over the next six months, the Facility Lexicographer will be working steadily to eliminate to the extent possible the current backlog of 113 terms/modifications already submitted by the Clearinghouses. When the new process is fully in place, it is likely a small backlog will still exist. At that time, instead of proposing 1 new term, Clearinghouses can elect to prioritize 2 terms from the existing Vocabulary Backlog.

(7) The VRG Chair will work with any Vocabulary Coordinators who wish to enhance their lexicographic skills.

* *

Implementation Timeline

The LISTSERV will be used for VRG communication, beginning immediately, replacing the Vocabulary Status Report (VSR) for soliciting input from the VRG on Thesaurus changes and for reporting completed Thesaurus modifications. The Facility Lexicographer will post finalized Thesaurus modifications to both the Vocabulary LISTSERV and ERICDIR LISTSERV. He will also put backlog terms he has received during the past year (since the last VSR) up on the LISTSERV to be voted on.

After I have received your comments and if accepted by the VRG, the new Vocabulary Process will be implemented in two stages. During the first stage, from August 1993 to approximately December 1993, Clearinghouses can begin submitting new terms via the LISTSERV, and VRG members will begin voting on proposals.

During the first stage, the Facility Lexicographer will give top priority to eliminating the backlog, rather than to processing new terms within the new limits on turnaround. The provision for a two-month maximum turnaround on new terms will go into effect during the second stage, which will begin with the new Facility contract early next year.

* * * * STAGE 1 * * * *

August 1-December 31	The Facility Lexicographer and VRG Chair will attempt to eliminate the existing backlog.
August 12, 1993	The revised Vocabulary Review process will be submitted to the VRG for reactions, comments, and recommended modifications. VRG members will have 2 weeks to respond.
August 16, 1993	The Facility Lexicographer will begin putting the 49 new terms/modifications received but not yet voted on by the VRG up on the Vocabulary LISTSERV. Clearinghouses will have two weeks to respond. Some response is required. Clearinghouses will begin submitting new terms and modifications at a maximum of 1 per month via the LISTSERV and submitting backup materials specified under the new system. These terms will be added to the backlog. Within the new two-week turnaround, Clearinghouses will begin using the LISTSERV

for voting on new terms and modifications submitted directly to the VRG on the LISTSERV. Some response is required.

**** STAGE 2 ****

January 1, 1994	The two-month maximum turnaround will be implemented with the new Facility contract. Clearinghouses can select terms from the backlog to prioritize.
June 1, 1994	An evaluation of the process will be conducted, and the need for a VRG training manual (suggested by the Steering Committee) will be reassessed.
June 1994	A meeting of the VRG will be held during the Technical Meeting to discuss the new process and remaining problems and concerns.

ERIC® PROCESSING AND REFERENCE FACILITY
1301 PICCARD DRIVE, SUITE 300, ROCKVILLE, MARYLAND 20850-4305
(301) 258-5500

OPERATED FOR THE U.S. DEPARTMENT OF EDUCATION *by* ARC Professional Services Group, Information Systems Divisi

Date:

To:

From: ERIC Processing and Reference Facility, Acquisitions Department

Subject: **Your Request that ERIC Index the Articles Appearing in Your Journal**

Journal Name: ______________________

____

ERIC receives several requests each month from journal editors/publishers to index the articles appearing in a particular journal in ERIC's monthly abstract journal, *Current Index to Journals in Education* (CIJE).

We are grateful for such requests because they often call our attention to new journals that should be covered by the ERIC database. All such requests receive careful and individual consideration. Because of the volume of such requests, however, it has become necessary to respond to them (at least initially) with this form letter, stating ERIC's journal selection policies and the standard procedures a journal coverage request receives. Later, if the particular journal is selected for regular coverage in CIJE, a letter is sent to the publisher by the selecting Clearinghouse, usually requesting a complimentary subscription and notifying them when coverage will start.

I. ☐ Your request (and any sample issues) have been forwarded for review to:

____

____

You will hear directly from the above organization about their decision concerning coverage of your journal.

II. ☐ Please provide some sample issues of your journal, as these are necessary in order to properly review and evaluate it for possible coverage.

III. ☐ Your request (and any sample issues) are being returned herewith, as your journal does not appear to be sufficiently education-related to be covered by ERIC.

Telephone: 301-258-5500 **Fax:** 301-948-3695 **800:** 800-QYZ-ERIC (799-3742) **Internet:** ericfac@inet.ed.gov
EFF-085 (August 1993)

SELECTING JOURNALS FOR COVERAGE BY CIJE

ERIC's Scope of Interest

ERIC's field of interest is education. All documents and journal articles cataloged and indexed by ERIC *must* have a demonstrable and explicit link with the field of education. ERIC does not cover material on disciplinary topics (e.g., Psychology, Sociology, Demography, Communication, Criminology, Health, Medicine, Mathematics, etc.) *unless* there is a direct connection made between the material and education, or, the material is specifically designed to be used in an educational context.

ERIC Clearinghouse Role in Selection

The ERIC Clearinghouses are the subject experts in the ERIC system and apply the formal ERIC selection criteria to documents and journal articles that they receive. Journals received at the ERIC Program Office, at ERIC Support Contractors, or at other system components, for possible coverage by CIJE, are forwarded to the appropriate ERIC Clearinghouse (based on subject scope) for review and decision.

ERIC Selection Criteria

The most important journals for ERIC to cover are the major "core" journals of the field, that are totally devoted to education, that have the largest circulation, that carry most of the literature that is shared and cited amongst educational researchers and practitioners, and that can be found for perusal in the collections of major academic libraries. All Clearinghouses attempt to identify these "core" journals first and to make them the foundation for their input to CIJE. Following the core group are journals devoted to education, but of somewhat lower overall quality and circulation level, and journals that are not devoted to education, but that contain a sufficient number of education-related articles to make them candidates for selective coverage. The Clearinghouses select journals from these secondary and tertiary groups up to the limit of their budgeted resources for article processing. It is essential that they have sample issues in hand to study during this process. In many cases national-level journals must be given preference over local and regional journals. It is important to note that not all candidate journals can be covered by ERIC with its existing resources.

Comprehensive vs. Selective Coverage

"Core" education journals are generally covered comprehensively, i.e., all their articles are processed. Non-core education journals are generally covered selectively, i.e., only the best and most significant articles are covered. Non-education journals are always covered selectively, i.e., only the occasional education-related article is processed.

Source Journal Index (SJI)

At the front of each issue of CIJE is a list of the journals currently covered by CIJE. This is a constantly changing list, as new titles are added and as old titles are discontinued or are dropped. The *SJI* is arranged alphabetically by the name of the journal and provides full publisher addresses, subscription price, International Standard Serial Number (ISSN), and reprint service information (e.g., University Microfilms International), if any. If your journal is selected for regular coverage by CIJE, it will be listed in the *SJI* and subscription information will be provided for the benefit of users.

Complimentary Subscription

ERIC covers over 750 journals in CIJE. Clearinghouses cannot afford paid subscriptions to that many journals and, therefore, they generally request a complimentary subscription from the publisher.

Value of CIJE Coverage

Journal articles processed by ERIC become bibliographic records in the ERIC database and announcements in the monthly abstract journal *Current Index to Journals in Education* (CIJE). As ERIC is searched by its worldwide users, the bibliographic records are retrieved and users seek (and cite) those articles that seem most relevant to their needs. They may seek articles via conventional library means or they may request reprints from commercial services such as UMI's Article Clearinghouse or ISI's Genuine Article Service, both of which pay royalties to publishers for each article copied.

ERIC® READY REFERENCES

The ERIC Processing and Reference Facility has regularly produced a series of "ERIC Ready References" designed to provide a maximum amount of information on a single, well defined ERIC database-related topic. While most are intended to be a single page quick reference sheet, some have expanded to several pages, i.e., list of ERIC Digests (10A/B), as the information displayed has expanded. ERIC Ready References are useful attachments with reference responses to public inquiries. New ideas for Ready References are solicited and are regularly evaluated. ERIC Ready References may be obtained free of charge from the ERIC Facility. The Ready References issued to date are listed below:

ERIC Ready Reference Number	Title	Date Last Revised
1	ERIC Accession Number Ranges (by year) (Annual)	Jan 1993
2	ERIC Publication Types (Total List of Available Types)	May 1989
3	Sample Resumes (RIE and CIJE)	May 1993
4	How to Use the *Thesaurus of ERIC Descriptors* for an Effective ERIC Search	Jun 1984
5	ERIC Price Codes (Used with ERIC document citations)	Jan 1993
6	ERIC Clearinghouses (and other network components) (Addresses, telephone numbers and brief scope notes)	Mar 1993
7	ERIC Fact Sheet (Annual)	May 1993
8	Target Audience (Data field added in 1984)	Sep 1992
9	ERIC Digests (What they are and how to get them)	Mar 1993
10A&B	ERIC Digests A - (A Complete list of All ERIC Digests to Date, Arranged by Title) B - (A Complete list of All ERIC Digests to Date, Arranged by Clearinghouse)	Mar 1993
11	ERIC Microfiche Statistics (1966 to date) (Annual)	Jan 1993
12	ERIC Telephone Directory	Sep 1991
13	ERIC Search Aids (Annotated List)	Sep 1992
14	Document Delivery (ED and EJ) (How to get ERIC Documents and Journal Articles)	Feb 1993
15	The Costs of Becoming an ERIC Information Service Provider (Three Levels)	May 1991
16	What Kinds of Documents are in the ERIC Database (RIE)? (A Ranked List)	Nov 1991
17A&B	Journals Currently Covered by CIJE A - (Arranged by Title) B - (Arranged by Clearinghouse)	Jul 1993
18	Field Labels/Tags in Use by Online and CD-ROM System Vendors for the ERIC Database	Jul 1993
19	ERIC-at-a-Glance: ERIC System Components Graphically Displayed	Aug 1993

Field Labels/Tags in Use by Online and CD-ROM System Vendors for the ERIC Database

ERIC®

Ready Reference #18

July 1993

				DIALOG (Online and CD-ROM)		BRS (InfoPro) (Online)		SilverPlatter (CD-ROM)		
#	Field	Mandatory/ Optional	File Used In	Label/ Tag	Example(s)	Label/ Tag	Example(s)	Label/ Tag	Example(s)	Notes
1	**ERIC Accession Number** (including limiting by file segment)	M	ED/EJ	Online: None Disk: EN	Type ED123456 S3/ED260173-ED999999 S5/ED EN=EJ406522	.AN.	ED305328.AN. ..L/1 AN>ED305328 1 and ED.AN.	AN	AN=ED348055 ED348055 in AN	EN = ERIC Number
2	**Clearinghouse Accession Number**	M	ED/EJ	AN=	AN=IR514912	.CH.	EA502700.CH.	CHN	CHN=UD024506 UD024506 in CHN	
3	**Clearinghouse Prefix**	M	ED/EJ	CH=	CH=IR	.CH.	SO.CH.	CH	CH=JC JC in CH	
4	**Issue of Abstract Journal** (RIE or CIJE)		ED/EJ	JA=	JA=RIEMAY93	.IS.	RIEMAY92.IS.	IS	Not searchable	JA = Journal Announcement DIALOG: RIE since 1969; CIJE since Mar. 1979
5	**Title**	M	ED/EJ	/TI	S VCR (F) Classroom/TI	.TI.	Student ADJ Competition.TI.	TI	Computers in TI	
6	**Personal Author**	O	ED/EJ	AU=	AU=Reider, Bob?	.AU.	Finney-D$.AU.	AU	Bruner-Jerome-S in AU	
7	**Publication Date**	M	ED/EJ	PY=	PY=1986 S1/1986	.YR.	89.YR. ..L/1 YR>88	PY	PY>=1988 1993 in PY	PY = Publication Year
8	**Journal Citation**	O/M	ED (O) EJ (M)	JN=	JN=Daedalus	.SO.	Reading ADJ Horizons.SO.	JN	Libraries* in JN	JN = Journal Name SO = Source (Journal)
9	**Publication Type** (Code and Name)	M		DT=	DT=080 DT=Project Description	.PT.	'080'.PT.	DT DTN	Guides in DT DTN=041 041 in DTN	DT = Document Type DTN = Document Type #; Field added Sept. 1974.
10	**Language** (of Document)	M		LA=	LA=German	.LG.	sp.LG.	LA	LA=French French in LA	Field Added January 1979. BRS: Language names converted to two-character codes
11	**Descriptive Note**	O	ED/EJ	/NT	S Evaluation (W) Network/NT	.NT.	Paper with Conference.NT.	NT	Presented in NT	DIALOG: Online from May 1985; CD-ROM from 1966
12	**Target Audience**	O	ED/EJ	TA=	TA=Practitioners	.ID.	Practitioners.ID.	TA	TA=Parents Parents in TA	RIE: Since 1975; CIJE: Since 1984; BRS incorporates in Identifier Field
13	**Abstract/ Annotation**	M/O	ED (M) EJ (O)	/AB	S Audiovisual (W) Material?/AB	.AB.	Teacher with Mentor.AB.	AB	Consumer in AB	
14	**Pagination**	M	ED	—	—	—	—	PG	12 in PG PG>=12	Not searchable online.
15	**Level of Availability** (1, 2, or 3)	M	ED	—	—	.LV.	'3'.LV.	LV	LV=3 3 in LV	BRS: Numbers must be enclosed in apostrophes
16	**Report Number**	O	ED	RN=	RN=CBR-85-2	.NO.	CS-89-267.NO.	RN	RN=TR-2-ONR TR-2-ONR in RN ISBN-0-7246-1346-3 in RN	NO = Number BRS combines report number, contract number, and grant number fields
17	**International Standard Book Number** (ISBN)	O	ED	BN=	BN=0-7246-1346-3	.NO.	ISBN-0-7246-1346-3.NO.	RN	RN=ISBN-0-7246-1346-3	DIALOG extracts from report number field and puts in separate field

Attachment 23-18

23

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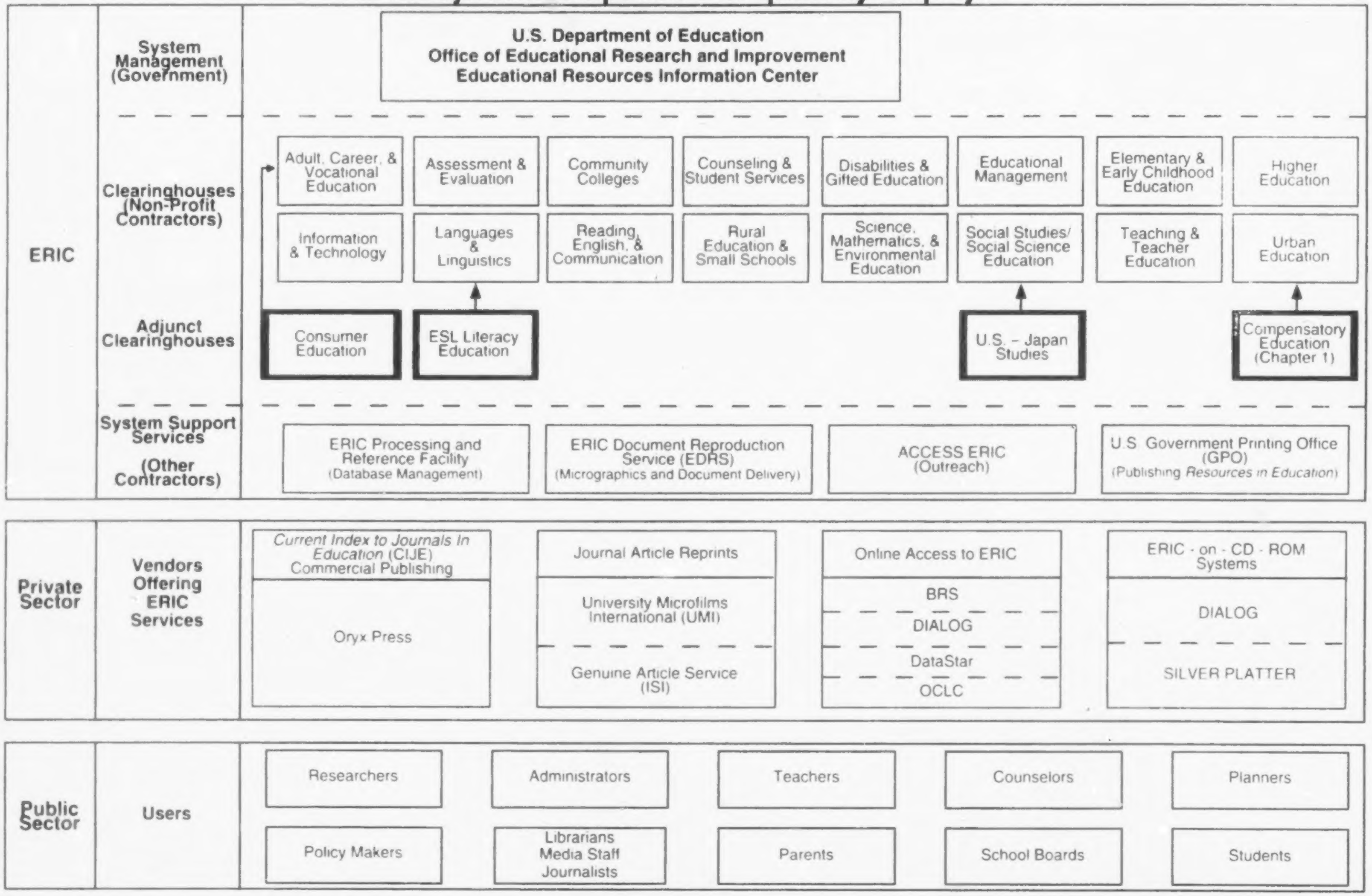
				DIALOG		BRS		SILVERPLATTER		
18	**International Standard Serial Number (ISSN)**	O	ED/EJ	SN=	SN=0002-9769	.NO.	ISSN-0002-9769.NO.	SN	SN=ISSN-0738-4122	
19	**Contract/Grant Number**	O	ED	CN=	CN=NIE-G-83-0005	.NO.	NIE-G-[illegible]0005.NO.	CN	CN=400-83-0015 400-83-0015 in CN	ERIC merged contract and grant fields in 1991.
20	**Geographic Source** (Country/State)	O	ED	CP=	CP=U.S. CP=Kenya	.GS.	Minnesota.GS.	CP	CP=Maryland Maryland in CP	CP = Country of Publication. Field added January 1979.
21	**Governmental Status**	O	ED	GL=	GL=Federal	.GV.	State.GV.	GL	GL=Local Local in GL	GL = Governmental Level
22	**Availability** (Outside ERIC)	O	ED	Online: SO Disk: AL	Not Searchable	.AV.	UMI.AV.	AV	Not Searchable	SO = Source Information AL = Alternative availability.
23	**EDRS Price**	M	ED	AV=	AV=(EDRS(W)Price)	.PR.	PR-NA.PR.	PR	Not Searchable	EDRS = ERIC Document Reproduction Service PR-NA = Document not available from EDRS
24	**Institution** (Preparing) —Name —Code	 O O	 ED ED	CS=	CS=(Council(F)Library) CS=BBB00001	.IN.	Community ADJ College$.IN. BBB10359.IN.	CS	Rand in CS	CS = Corporate Source Not searchable on CD-ROM
25	**Sponsoring Agency** —Name —Code	O	ED	SP=	SP=(Northwest(2W)Lab?) SP=BBB19860	.SN.	Northwest with Lab$ .SN. BBB19860.SN.	SP	Northwest in SP	Code not searchable on CD-ROM
26	**Update Code**	—	ED/EJ	UD=	UD=9999	.UP.	..L/1 UP=8910	?	?	Field added by vendors.
27	**Descriptor**	M	ED/EJ							DF = Descriptor "Full" DIALOG: Unlabelled multiword terms are automatically searched in both Descriptor and Identifier fields. MAJ, MJ = Major Descriptor MIN, MN = Minor Descriptor DIALOG: /MAJ =/* (i.e., equivalent commands)
	A. Single Word Descriptor			/DF	Scores/DF	.MJ, MN.	Scores.MJ, MN.	DE	Scores- in DE Scores-	
	B. Multiword Descriptor			No label necessary	Student Rights	No label. Hyphenate	Student-Rights	DE	Student-Rights or Student-Rights in DE	
	C. Words Within a Descriptor			/DE	Ability/DE	.DE.	Ability.DE.	DE	Ability in DE	
	D. Major Subject Descriptor			/MAJ or D*, DF*	Course Content/MAJ or Course Content/DE* or Scores/DF*	.MJ.	Course-Content.MJ.	DEM	Course-Content in DEM	
	E. Minor Subject Descriptor			/MIN	Bibliographies/MIN	.MN.	Bibliographies.MN.	DER	Bibliographies in DER	
28	**Identifier**	O	ED/EJ							
	A. Single Word Identifier			/IF	Scotland/IF	.ID.	Holocaust.ID.	ID	Scotland- in ID	IF = Identifier "Full" DIALOG: Unlabelled multiword terms are automatically searched in both Descriptor and Identifier Fields. BRS: All searches of Identifier field are free text searches. Cannot distinguish single word v. multiword Identifiers. Cannot discriminate major/minor Identifiers.
	B. Multiword Identifier			No label necessary	Family Literacy	.ID.	Rorschach adj Test.ID.	ID	School-Effects in ID	
	C. Words Within an Identifier			/ID	Alaska/ID	.ID.	Diversification.ID.	ID	Diversification in ID	
	D. Major Subject Identifier			/MAJ or ID*, IF*	Active Learning/MAJ or ERIC/IF*	—	—	IDM	ERIC in IDM	
	E. Minor Subject Identifier			/MIN	ERIC Digests/MIN	—	—	IDR	ERIC-Digests in IDR	
29	Digest Full Text	0	ED	—	Not searchable. Displayable via Print Format 9, for Digest records only (DT=073).	—	—	TX	Not searchable. Displayable for Digest records only (DTN=073)	

ERIC at-a-Glance

ERIC System Components Graphically Displayed



ERIC	System Management (Government)	U.S. Department of Education Office of Educational Research and Improvement Educational Resources Information Center
	Clearinghouses (Non-Profit Contractors)	Adult, Career, & Vocational Education Assessment & Evaluation Community Colleges Counseling & Student Services Disabilities & Gifted Education Educational Management Elementary & Early Childhood Education Higher Education Information & Technology Languages & Linguistics Reading, English, & Communication Rural Education & Small Schools Science, Mathematics, & Environmental Education Social Studies/ Social Science Education Teaching & Teacher Education Urban Education
	Adjunct Clearinghouses	Consumer Education ESL Literacy Education U.S. – Japan Studies Compensatory Education (Chapter 1)
	System Support Services (Other Contractors)	ERIC Processing and Reference Facility (Database Management) ERIC Document Reproduction Service (EDRS) (Micrographics and Document Delivery) ACCESS ERIC (Outreach) U.S. Government Printing Office (GPO) (Publishing *Resources in Education*)
Private Sector	Vendors Offering ERIC Services	*Current Index to Journals In Education* (CIJE) Commercial Publishing: Oryx Press Journal Article Reprints: University Microfilms International (UMI); Genuine Article Service (ISI) Online Access to ERIC: BRS; DIALOG; DataStar; OCLC ERIC - on - CD - ROM Systems: DIALOG; SILVER PLATTER
Public Sector	Users	Researchers Administrators Teachers Counselors Planners Policy Makers Librarians Media Staff Journalists Parents School Boards Students

Attachment 23-20

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INTERNATIONAL ASSOCIATION OF UNIVERSITIES
INTERNATIONAL UNIVERSITIES BUREAU
ASSOCIATION INTERNATIONALE DES UNIVERSITES
BUREAU INTERNATIONAL DES UNIVERSITES

Mr. Ted Brandhorst
Director
ERIC Processing and Reference Facility
1301 Piccard Drive, Suite 300
Rockville, Maryland 20850-4305
Etats-Unis

Ref: T93/1707
Paris, 5 August 1993

Dear INTBIB Participant,

Following our formal invitation to attend the Meeting of Participants in the International Bibliographic Database on Higher Education (INTBIB) on 13-14 September 1993, we have pleasure in enclosing further documents for your information.

The *Status Report* will provide you with a summary of the International Bibliographic Database on Higher Education project, the different options proposed and solutions adopted.

An evaluation of the database prototype distributed last Spring will be forwarded to you within a few days. This evaluation document called *Report on EYRISKO Search Software and Indexing in the International Bibliographic Database on Higher Education* was prepared by Angela Lonardo, Consultant IAU, and combines her own comments with those received from the different partners in INTBIB.

In order to continue preparations for the Meeting we kindly ask you to send us, before 31 August 1993, together with your **Registration Form**, an **evaluation of the costs** you think will be involved on your side for participation in INTBIB (i.e., personnel, travel, equipment or overheads). We propose you refer to the cost evaluation made by the Coordinating Agency as a model.

We hope to hear from you very soon.

Yours sincerely,

Claudine Langlois
Head, IAU/UNESCO Information
Centre on Higher Education

Enc.
- Registration Form;
- Provisional Agenda;
- Provisional List of Participants;
- Status Report;
- Report on Database Products (Item 3a.);
- Report on Intended Audience of INTBIB (Item 5);
- Report on Types of Users and their Subject Interests as Documented by the Partner Agencies (Item 5);
- Project of Contract between Coordinating Agency and Partners in INTBIB (Item 6).

1, rue Miollis 75732 Paris Cedex 15 France. Tel. : (33-1) 45 68 25 45 - Fax : 47 34 76 05 - Telex : 270602 - EMail : IUTRA @ FRUNES21

INTERNATIONAL ASSOCIATION OF UNIVERSITIES
INTERNATIONAL UNIVERSITIES BUREAU
ASSOCIATION INTERNATIONALE DES UNIVERSITES
BUREAU INTERNATIONAL DES UNIVERSITES

MEETING OF THE PARTICIPANTS IN THE INTERNATIONAL BIBLIOGRAPHIC DATABASE ON HIGHER EDUCATION

Paris, 13-14 September 1993

Unesco House, Education Sector
Room 4.042, 10 a.m.

Provisional Agenda

First day, 13 September 1993

POLICY ISSUES

1. Review of Coordinating Agency's role, its tasks and responsibilities
2. Review of partners' roles:
    a) Role and responsibilities of each agency including those involved in the establishment and maintenance of a regional network
    b) Role of Coordinating Agency regarding these regional networks
    c) Cost of establishing and maintaining regional networks
3. Resources required for the further development of the International Bibliographic Database:
    a) Database products:
        - CD-ROM
        - on-line: Dialog, ESA, Internet, etc.
        - print version
    b) EYRISKO or other search software development
    c) Development of a thesaurus
        - software
        - personnel
    d) Training and Documentation

4. Availability of documents
    a) hardcopy
    b) photocopies (articles)
    c) full text on microfiche or CD-ROM
5. Scope of the Database
    a) review of themes and publication formats
    b) review of potential partners
6. Establishment of formal contract between partners
7. Copyright considerations

Second day, 14 September 1993

DATABASE DEVELOPMENT

8. Establishment of selection criteria
9. Identification of desired publications
10. Evaluation of the Reference Manual
11. Indexing and abstracting of publications
12. Descriptor translation & conversion
13. Evaluation and revision of the database structure
14. Evaluation and revision of interface software
15. Revision of descriptor list & Thesaurus development
16. Creation & revision of the Users' Searching Guide
17. Activities related to distribution and database products
18. Training

INTERNATIONAL ASSOCIATION OF UNIVERSITIES
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IAU/UNESCO INFORMATION CENTRE ON HIGHER EDUCATION

International Bibliographic Database

on

Higher Education

STATUS REPORT
July 1993

1. An International Bibliographic Database: the Objective

The development of an international bibliographic database on higher education was initiated by the International Association of Universities (IAU) and the Clearinghouse on Higher Education of the Educational Resources Information Centre (ERIC), the major American database on education.

ERIC saw the need to make information about education worldwide available through its system, thereby making American researchers more aware of international developments and promoting the exchange of ideas and the strengthening of international linkages.

The International Association of Universities has always had, as one of its primary roles, the dissemination of information on higher education. In this context, IAU has published two major reference works, the *International Handbook of Universities* and the *World List of Universities* and has maintained a documentation centre, for many years.

2. Information on Higher Education: the Need

The improvement of access to information on higher education worldwide is important for a number of reasons. There has been much written during recent years about the "crisis" facing universities, and it is undeniable that institutions are indeed facing a combination of increasing and changing demands on the part of the State, the private sector or the students themselves. These demands are being made at the same time that most institutions are faced with diminishing resources. This situation clearly calls for creative responses if institutions are to address these challenges successfully. Information about other jurisdictions and innovative responses becomes very important for decision makers, planners and administrators faced with such demands and challenges.

The creation of a joint initiative on the part of a number of partner organizations to develop an integrated database of the appropriate references selected from their respective holdings is both timely and efficient. With the descending costs of electronic storage of information and the growth in the use of electronic networks, the promise of more easily accessible information in electronic form has become realizable in many countries. The establishment of a network of organizations with significant collections on higher education will serve not only to facilitate access, but also to increase efficiency by eliminating the duplication of effort among the partner organizations.

An international database will promote a broader exchange of information among individuals working in the area of higher education. Information from countries and regions whose output has had more narrow dissemination, and has been less well known as a consequence, can become more widely accessible through the network of participating agencies. Facilitating access to the literature and research on higher education will assist those developing countries, which must place high demands upon the higher education system, to further develop their own research capacities in the domain of higher education.

3. Organization and Coordination

3.1 The Coordinating Agency

Originally, the International Association of Universities agreed to act as the coordinating agency for the collaborative development of an international bibliographic database, given the congruence of the initiative with the information mandate of the Association.

In recent years, there has been a significant effort to strengthen the clearinghouse function of the Association. In 1989, the joint IAU/UNESCO Information Centre on Higher Education was formed, to the mutual benefit of both organizations. The Centre is connected to the UNESCO mainframe computer and benefits from various services and from close association with the UNESCO network of regional centres. In turn, the Information Centre serves as the focal point for information on higher education for UNESCO. This relationship means that IAU has in fact two information networks, one through an approximate six hundred member institutions spread across more than 100 countries, and the other through the established UNESCO regional networks.

At the same time, the Centre began to automate its own functions, thus creating a database for more efficient access to the references to the holdings of its library and also creating databases to support the publication of the reference works and the dissemination of the information in other formats. The implementation of the concept of an International Database on Higher Education became the first major new development to take place within the framework of the joint Centre.

3.2 The Partner Agencies

The initial participants in the network of partner agencies included the International

Association of Universities, the ERIC Clearinghouse on Higher Education, the UNESCO centres for higher education (CEPES in Bucharest and CRESALC in Caracas) and the International Bureau of Education.

The expansion of the network was foreseen in order to enhance the geographic coverage of the existing data. However, it was deemed most efficient to invite additional partners after the initial developmental and evaluation period had been completed. Nonetheless, the Association of Commonwealth Universities made its interest known during the past year, and was able to contribute sample data. Authorization was given by Unesco to select references from the main bibliographic database UNESBIB and the first version of the database also includes their data. More recently, two other Unesco offices have expressed interest to participate in the bibliography: the International Institute for Educational Planning (IIEP) in Paris and the Unesco Principal Regional Office for Asia and the Pacific (PROAP) in Bangkok.

Contact has been established with interested parties in Canada and with OECD and there is a strong interest in the latter organization in becoming a partner. The EURYDICE programme of the European Community has also been informed of the development of the database.

When the final database format and ongoing organizational structure of the network has been agreed upon, systematic contacts will be made with appropriate organizations to continue the expansion of the network to form a truly international network.

4. Development to Date

Following the agreement of the various partner agencies to develop an international bibliographic database, the following activities were undertaken:

- a database format, manual and list of descriptors were developed and forwarded to the participating agencies to support the selection of data and its integration into a standardized format;
- each of the two UNESCO regional centres, CEPES and CRESALC began work to establish a local network of institutions to submit and disseminate information;
- all regional centres and offices of UNESCO with information on higher education were informed of the development of the International Bibliographic Database and invited to consider participation;
- data was submitted by each participating agency;
- the results of the conversion programmes were assessed and modifications suggested;
- the references submitted by each agency were reviewed and refinements

made;

* the database was reviewed to eliminate duplicate references and to reformat some information;

* the database was tested by producing a bibliography on the subject of the IAU Mid-Term Conference and a copy was forwarded to each member of the network of organizations as an example of the potential output of the database in its current state;

* a user friendly search interface (EYRISKO) was identified and work undertaken to adapt it to the needs of the potential users of the database who might not be familiar with the CDS/ISIS software;

* the database together with the EYRISKO interface was distributed on diskette to the partner organizations for evaluation;

* a questionnaire was forwarded to the partner organizations to guide and standardize the evaluation process to provide feedback to the coordinating agency as input for refinement and development.

* Following replies and comments received from partner organizations, an assessment of the EYRISKO search software and the indexing structure of the International Bibliographic Database on Higher Educaton has been written. This report includes a General Overview, in which the main points regarding the functionality of the search software, and the indexing structure, are presented. The report then continues with an index by index review of the database. Included in this section are recommendations regarding word versus phrase indexing, index contents, the elimination of some indexes and the inclusion of others, and the impact the search software has on the functionality of the indexing.

5. Further Development of the Database

5.1 Expansion of the Network

At the present time, the database represents a selection from the collective holdings on higher education of IAU, UNESCO, ERIC and ACU. Initial discussions with a potential Canadian partner, OECD and the European Community programme, EURYDICE, have also been positive. There is clearly the potential to increase the number of partners and the range of data collection. While this would have the beneficial effect of expanding the geographic coverage and completeness of the references, it would also entail a greater resource requirement within the coordinating agency than is presently available.

5.2 Increased Access

The basic objective of the formation of the network and the International

Bibliographic Database on Higher Education is to increase access to information on higher education for planning, policy development and analysis. The creation of the network, as an organizational principle, has the advantage of sharing the labour associated with data collection, selection and dissemination. However, from the perspective of the coordinating agency, increased demand upon the resources of the IAU/UNESCO Information Centre on Higher Education will surely be an indication of the success of the endeavour. This eventuality should be foreseen and planned for, in order to avoid inadequate support for the strengthened clearinghouse function and information service capability of the Centre.

5.3 Distribution of the Database and Potential Products

The initial product of the integrated database has been a demonstration copy of the database on diskette (containing 5000 entries) which in the Spring of 1993 has been forwarded to all partner organizations for evaluation. A copy has been sent to OECD for the purpose of assessing potential participation and to IIEP in Paris and PROAP in Bangkok, who are motivated to join the network. Copies should also be sent to all other UNESCO regional centres to encourage participation.

The eventual regular distribution of the database on diskette leaves the responsibility of provision of access and distribution of the information up to the partner agencies.

A next logical step in increasing distribution could be making the database available on-line. ERIC is already available through several database vendors such as DIALOG and BRS. Access through Internet is also envisaged.

However, electronic access, whether on diskette or on-line, will not meet the needs of all users. Therefore, a print product should be considered, once the database content and maintenance has been satisfactorily regularized. A print product could be produced by the coordinating agency in collaboration with a publisher. Before proceeding to the production of printed output from the database, an analysis of the potential market and the projected costs of publication will need to be assessed.

The preparation of bibliographies is another potential output of the database. They could be prepared as regular publications, as a series of subject based documents, or upon demand. Any member of the network would be capable of producing bibliographies in any of the formats mentioned. Coordination will be needed to ensure that there is no overlap.

6. Issues for Consideration

6.1 Reflections on the Organizational Model

The current organizational model is essentially based upon the original agreement between IAU and the ERIC Clearinghouse on Higher Education. The intention was to create a database of references which would inform inquiry and analysis at the international level by adding relevant selections from the ERIC database on higher education to those from the IAU/UNESCO Information Centre. Participation was broadened to include the UNESCO Centres on higher education, CEPES and CRESALC, the International Bureau of Education (IBE), the Association of Commonwealth Universities (ACU) and the Unesco main bibliographic database UNESBIB.

This arrangement combines one national, and a number of international organizations. The former organization charges the users for the products of its database. The latter organizations make their information available largely free of charge, respecting their service function.

The original objective was the formation of a network, whereby the data which was deemed to be of interest to an international audience would be submitted by each organization for the formation of an "integrated bibliographic database". The identification and manipulation of the appropriate references was expected to be a marginal additional activity to the normal activities of each organization, and therefore, an efficient manner of making information on higher education available worldwide.

The original output envisioned was a publication, the "International Bibliography on Higher Education" and a potential publisher, Oryx Press, had expressed interest, given its responsibility for the ERIC publications.

Given the unevenness shown by an early analysis of the input from the various partner agencies, it was recommended and agreed that the initial output should be a copy of the database, on diskette. It was proposed and agreed that a demonstration database be made available to each participating agency and to a selected group of other agencies for the purpose of promoting active participation and evaluation.

At this stage in the development of the network, it is appropriate to review the understanding and expectations of each agency, and whether it would be desirable to have a more formal agreement in place before distributing the integrated database for full use by the partner organizations. Such an agreement should also reflect the needs of the regional networks formed by CEPES and CRESALC for the purpose of selecting and disseminating data compiled in the international database.

Therefore, it would appear to be timely to reiterate the original understanding of the terms of the informal agreement subsequent to the release of the demonstration database, in anticipation of more widespread and regular distribution of the database, and other eventual products.

6.2 Contractual and Copyright Considerations

The contractual and copyright terms of the network of organizations participating in the development, maintenance and dissemination of the International Bibliographic Database on Higher Education should be formally stated to clarify for each partner its rights and responsibilities.

At the present time, there exists an informal agreement among the primary partners that, in return for the selection and submission of the appropriate references, each receive a copy of the integrated database containing all the submissions from all partners.

Some more formal agreements exist between CEPES and its network. These have been developed and put in place by CEPES, independently of the other partners.

6.3 Selection Procedures and Criteria

The International Bibliographic Database on Higher Education is intended to inform the reflection on, and the analysis of, issues in higher education in an international context. It differs from the databases of its partner agencies and other major databases on higher education in that its contents have been selected as significant references for this specific purpose. This means that those consulting the database will expect that clear criteria have been applied by knowledgeable professionals to ensure that the most important documents, and only those, have been included.

It is intended to be a tool for a broad range of organizations, agencies, institutions and individuals seeking information on the important issues and concerns relating to higher education.

As such, the major value of the International Bibliographic Database on Higher Education to those consulting it relates to its comprehensiveness in terms of worldwide coverage, and its selectivity in terms of the focus of the content.

The present organization of the network of agencies participating in the database development gives the responsibility for the selection of the most appropriate references for the database to the coordinating centre. This is efficient in the developmental stage, but may be undertaken by each partner when the selection criteria have been discussed and very clearly defined.

7. Resource Considerations

7.1 Maintenance of the International Bibliographic Database

* IAU has a small secretariat which is supported through membership fees along with a modest annual subvention, space and access to computer facilities and expertise from UNESCO. The organization has capable staff in the Information Centre, but does not have the staff complement with which to continue supporting the remaining developmental activities, at the current rate.

Exploratory efforts have been made to assess the feasibility of obtaining additional short term funding to ensure continuing development and it is essential that these efforts be continued.

7.1.1 Database management

The following activities are involved in the management of the database and are undertaken by the coordinating agency:

- data entry
- on-going revision of the database format and data entry manual
- on-going refinement of the descriptor list
    - translation problem resolution
    - conversion problem resolution
    - thesaurus updating

7.1.2 Data conversion problems resolution

There continue to be a number of data conversion problems, for example, with ISIS, and with other software programmes used by ERIC and the Association of Commonwealth Universities.

7.1.3 Selection process

The selection process entails the following activities:

- selection of appropriate references
- refinement of the selection criteria
- on-going contact with participating agencies

7.1.4 Database distribution

Distribution of the database includes the following responsibilities:

- on-going testing and revision of interface software
- on-going refinement of search interface and preparation and revision of user manual
- identification of appropriate distribution list
- copyright, access and costing considerations

7.1.5 Training

Some training activities may be necessary as the number of partners is expanded.

7.1.6 Contact with the participating agencies

There will be ongoing contact with the partner organizations in the course of the regular operation of the International Bibliographic Database and for any problem resolution. This responsibility will lie with the coordinating agency.

7.1.7 Evaluation process

Ongoing evaluation of the administrative and technical tasks associated with the operation of the database, the products and the communication within the network of participating agencies is essential to ensure that the network operates most efficiently.

7.2 Expansion of the Network of Participating Agencies

The expansion of the network will involve the following steps:

- identification of potential partners
- establishment of a priority ranking of potential partner agencies

Once the priorities have been established for adding new partners, the following tasks will be undertaken for each partner:

- review the database structure and interface software
- if necessary, determine a conversion strategy
- evaluate the conversion process on a set of sample records, and give feedback to the partner agency
- assess the scope of the collection of the partner agency
- determine a selection strategy
- load the data selected into the Integrated Database
- analyze the scope and coverage of the references selected and give feedback to the partner agency
- refine the selection procedures
- finalize the operational processes and details specific to the partner agency
- incorporate the partner agency into the regular functioning of the network

Draft April 26, 1993

PROSPECTUS

"International ERIC"

International ERIC is a family of three national English-language educational research databases:

Australian Education Index (AEI)
British Education Index (BEI)
Canadian Education Index (CEI)

International ERIC is a cooperative enterprise without a formal organization behind it. The individual members of the group have banded together around these objectives:

- to rationalize the coverage of international educational research literature
- to promote better exchange of information
- to build compatible retrieval tools, indexes, and thesauri
- to stretch resources by eliminating duplication

In Fall 1993, the first International ERIC service will be released by Dialog Information Services in the form of *International ERIC OnDisc*: a CD ROM product containing databases of the three participants. Although each database is presented separately on the CD, *International ERIC OnDisc* will serve as a unifying force for the three database producers participating in the venture. It will also provide users of the three files with unprecedented ease of access to comparative literature in fields of interest.

Throughout its formative stages, the International ERIC project has received the active support and cooperation of ERIC, the U.S. national information system in education. As the project gains momentum, it is anticipated that closer cooperation will develop among the four sponsors towards better realization of the objectives above. It is the group's intention to develop cooperative processing standards, unified authority lists (including subject indexing vocabularies), and rules for eliminating unnecessary duplication.

AUSTRALIAN EDUCATION INDEX*

In Australia, the literature of education is covered by the *Australian Education Index* (AEI) and the *Bibliography of Education Theses in Australia* (BETA), both prepared by the Australian Council for Educational Research (ACER).

In addition to its own coverage, AEI benefits from regular input from the National Technical and Further Education (TAFE) Clearinghouse and from the Australian Clearinghouse for Library and Information Science (ACHLIS). TAFE state representatives forward bibliographic entries to the TAFE Clearinghouse for inclusion in *Initiatives in Technical and Further Education* and also in printed and database versions of AEI. ACHLIS publishes *Australian Library and Information Science Abstracts* (ALISA) annually. The ALISA records are included in the printed AEI (without abstracts) and in the AEI database (with abstracts).

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* Based on article on "Information Systems for Education", by Ted Brandhorst, written for the *International Encyclopedia of Education* (Second Edition, 1994).

Page 2

Australian Education Index

AEI covers both published and unpublished forms of literature: journal articles, books, monographs, research and technical reports, conference papers and proceedings, curriculum materials, tests, newspaper articles, legislation, etc. AEI aims at comprehensive coverage of the education-related literature originating in Australia and also that by Australian authors or about Australian education published in overseas sources. All levels of education are covered.

AEI has been published in printed form regularly since 1957, but has been produced as a machine-readable database only since 1979. The printed AEI is published quarterly with an annual cumulation. Approximately 350 Australian journals are regularly covered by AEI and another 500 overseas journals are scanned for Australian content. AEI increases annually by about 4500 records, 50% of which are for journal articles. About 400 of these records are contributed annually by BETA. All records are indexed using the *Australian Thesaurus of Education Descriptors*. For the period 1979 through 1991, the total AEI database contains approximately 50,000 records.

AEI is available online through the Australian Information Network (AUSINET), operated by ACI Computer Services, Inc., using the TYMNET or TELENET communication networks. AEI is also available on AUSTROM, a CD-ROM retrieval system containing thirteen social science, law, and education databases.

Bibliography of Education Theses in Australia (BETA)

BETA is an annual publication of theses in education accepted for higher degrees at Australian universities and colleges. Descriptions include author, title, higher degree, awarding institution, subject index terms, and author's abstract. BETA contributes approximately 400 records a year to the AEI database.

Document Delivery. There is no centralized document delivery. All document entries in AEI state the availability of the document. In addition, the indexing institutions (i.e., the ACER, TAFE, and ACHLIS libraries) hold copies that can be made available.

BRITISH EDUCATION INDEX *

In the U.K., the periodical literature of education is covered by the *British Education Index* (BEI) and the thesis literature is covered by the *British Education Theses Index* (BETI). There is a modest education-related document literature that is not currently covered systematically, but that may in the future be added to BEI coverage. The education-related book literature is covered (along with all the other national book literature) by the *British National Bibliography* (BNB).

British Education Index (BEI)

The BEI was established in 1954 by the Librarians of Institutes and Schools of Education (LISE). In 1972, it moved to the British Library/British National Bibliography. In 1985, it transferred to Leeds University. Coverage extends to approximately 300 British, and a number of major European, English-language journals. It aims at comprehensive coverage of the education-related periodical literature originating in the U.K. and about the U.K. Approximately 4000 records concerning British education are added annually.

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* Based on article on "Information Systems for Education", by Ted Brandhorst, written for the *International Encyclopedia of Education* (Second Edition, 1994).

The records contain author, title, journal citation, and index terms (from the *British Education Thesaurus* (BET)), but no annotation/abstract.

BEI is printed and published in the form of three quarterly parts a year, each containing over 1000 references, with a final fourth cumulative issue combining all records for the year and forming a permanent annual index volume.

Through March 1992, the machine-readable version of the BEI contains 57,902 records (some never appearing in the printed BEI) extending from 1976 onwards. This file was first made available online in 1976 via the British Library Automated Information Service (BLAIS), but after the transfer to Leeds in 1985 was eventually shifted to DIALOG Information Services where it became publicly available online on a worldwide basis as File 121 in August 1988.

British Education Theses Index (BETI)

BETI is a subject and author index to theses since 1950 on all aspects of education, which have been listed in Aslib's *Index to Theses Accepted for Higher Degrees* by the Universities of Great Britain and Ireland and the Council for National Academic Awards. It is produced by the Librarians of Institutes and Schools of Education (LISE).

The first BETI cumulation covers the period 1950-1983 and lists over 8500 theses. The "New Series" began a second cumulation from 1983 onwards. Through March 1992, BETI contains 11,707 records. BETI covers approximately 1000 theses annually.

BETI is published annually only in microfiche form. It is also available online (along with BEI) via DIALOG's File 121.

Document Delivery. Neither BEI nor BETI maintain a document delivery service. This is largely because of the comprehensive national service available from the British Library Document Supply Centre and the ready availability of theses in the U.K. via regular interlibrary loan procedures.

CANADIAN EDUCATION INDEX

The *Canadian Education Index* (CEI) was first published in 1965 by the Canadian Council for Research in Education. The Canadian Education Association took over production of CEI in 1973. In 1988, Micromedia Limited, a commercial publisher of reference works, acquired the CEI from the Association. At that time the *Directory of Education Studies in Canada* was absorbed into the CEI.

Canadian Education Index covers journal articles, government and research reports, monographs, provincial curriculum guides and graduate dissertations in education. Approximately 200 Canadian education journals (English and French-language) are covered. The complete database contains approximately 31,000 monograph records and 69,000 journal articles, with a current growth rate of about 5,000 records per year.

Canadian Education Index is published three times per year; two paperbound issues are combined with new material in an annual clothbound cumulation. Beginning in 1994, CEI will be published 4 times per year. Abstracts are provided for all research reports and selectively for theses. Journal articles are not presently abstracted.

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* Based on article on "Information Systems for Education", by Ted Brandhorst, written for the *International Encyclopedia of Education* (Second Edition, 1994).

The *Canadian Education Index* file on International ERIC OnDisc also contains, as a subset, the ONTERIS database, which originated in 1972 with the Ontario Ministry of Education, and is now produced through the Ontario Institute for Studies in Education (OISE). ONTERIS covers research reports and curriculum documents originating from sources in the Province of Ontario, including governments, research organizations, and school boards. The ONTERIS backfile contains approximately 14,000 records, and the database is growing at a rate of about 700 records per year.

Document Delivery. Most reports and monographs in *Canadian Education Index* (including many in ONTERIS) are available on microfiche through a subscription service available from Micromedia; alternatively, individual items may be ordered on demand in fiche or paper form via Micromedia's Document Delivery Service. Theses may also be ordered by ISBN number from Micromedia's Document Delivery Service. Backfile copies of most of the 200 journals indexed in *Canadian Education Index* are available in microform from Micromedia; individual article copies are also available.

Finding Aid. The *Canadian Education Thesaurus* is a bilingual controlled vocabulary developed by the Canadian Council of Ministers in Education for the indexing of French or English-language material in education. Approximately 4500 descriptors are provided.

Curriculum Guides. Micromedia Limited also publishes an annual collection on microfiche of provincial curriculum guides and courses of study. The microfiche collection is accompanied by a hardcopy Index.

DIALOG
Information Services, Inc.
A Knight Ridder Company KR
3460 Hillview Ave • Palo Alto, California 94304 • (415) 858-2700 • FAX (415) 858-7069

March 1, 1993

Mr. Ted Brandhorst
ERIC Processing & Reference Facility
1301 Piccard Dr.
Suite 300
Rockville, MD 20850-4305

Dear Ted:

I am happy to tell you of the just-announced acquisition of the Data-Star service by Knight-Ridder, Inc., Dialog's parent company. The enclosed press information was released today from Miami and European locations.

This is an extremely exciting development for both Dialog and Data-Star, and we are looking forward to working together to build European and worldwide markets and increase revenues for your database.

Dialog and Data-Star will continue to operate as two separate services with separate computer operations for the foreseeable future. The areas where you will see change are sales and marketing, where we intend to merge the Dialog and Data-Star staffs together to benefit all of us.

I anticipate that you will have many questions about how this acquisition will affect you. The enclosed Question and Answer list should answer many of these, and I will be available to respond to any other questions you may have. Please don't hesitate to contact me.

Sincerely,

Eireann

Eireann M. Carroll
Account Manager

Enclosure

KNIGHT-RIDDER NEWS RELEASE

Knight-Ridder, Inc.
One Herald Plaza
Miami Florida 33132 1693

MIAMI, March 1, 1993 - Knight-Ridder, Inc., the U.S. newspaper and information services company, today announced the acquisition of Data-Star, Europe's leading online information service.

The Data-Star business, based in Bern, Switzerland, was purchased from Motor-Columbus, the Swiss engineering technology firm.

Knight-Ridder owns Dialog Information Services, Inc., a U.S. based leading online information services company. Knight-Ridder will build on the individual strengths of the two companies with Dialog and Data-Star operating jointly in the service and sales areas. The combined services will contain a comprehensive range of business and scientific databases. The combination of Dialog and Data-Star will provide customers access to a global information services company.

Dialog and Data-Star have been recognized as pioneering and award-winning online information services, innovative, responsive and vital to the flow of information in major organizations and libraries everywhere in the world. Data-Star offers access to 250 medical, business, pharmaceutical and European directory databases. Data-Star has customers not only in Europe, but also in the United States and Japan.

Heinz Ochsner, Director of Data-Star, stated, "With the combined technical, marketing and support experience of the two most progressive online services, we intend to set new high standards for the online industry and to give better value than ever before."

Pat Tierney, CEO of Dialog, stated, "We are especially pleased that Data-Star's staff and management will remain with the organization, working with Dialog to maintain continuity and expand the European market. Most importantly, we will increase substantially our ability to provide strong support for our customers, particularly in Europe as well as throughout the world. By joining our R&D efforts we will be able to better respond to the rapidly changing information services needs of our customers."

Knight-Ridder is an international communications company engaged in newspaper publishing, business news and information services, electronic retrieval services, news, graphics and photo services, cable television and newsprint manufacturing. The company publishes 29 daily newspapers in the United States. Around the world, news, advertising and information from Knight-Ridder reach more than 100 million people. Knight-Ridder stock trades on New York Stock Exchange, the Tokyo Stock Exchange and the Frankfurt Stock Exchange.

Dialog Information Services is the acknowledged world leader in electronic information access and delivery. The DIALOG* service contains more than 400 databases, primarily in the business, news, scientific and technical areas, used by customers in more than 90 countries. The DIALOG OnDisc collection of databases on CDROM consists of more than 40 titles specializing in business, science and technology.

For more information, contact Data-Star's Director, Rolando Henrich, at 41-31-50 95 11; Dialog's Vice President, Worldwide Sales & Service, Richard P. Ream, at 44-71-5220042; Dialog's Senior Director, Worldwide Marketing, Narendra Rana, at (415) 858-3816; or Knight-Ridder's Vice President, Corporate Relations and Planning, Frank N. Hawkins, Jr., at (305) 376-3838.

*DIALOG is a service mark and DIALOG OnDisc is a trademark, of Dialog Information Services, Inc., Registered U.S. Patent & Trademark Office. Dialog Information Services, Inc. is a Knight-Ridder company.

Questions and Answers for Dialog Information Providers

Q1: What are the benefits for Information Providers?

A: With the combined technical, sales and support experience, we intend to grow the market. This should lead to higher royalty income for you. Also, we will be looking forward to working even closer with you on new projects and opportunities.

Q2: Why did Knight-Ridder buy Data-Star?

A: To improve its international position, and better serve all customers.

Q3: Why did Motor-Columbus sell Data-Star?

A: You will have to address specific questions to the seller, but generally Data-Star was not a strategic fit with the rest of their business

Q4: Is this a stock transfer or asset purchase deal? Does this affect the continuity of existing customer contracts and Information Provider agreements?

A: Knight-Ridder is acquiring the equity of the Radio Schweiz AG (RadioSuisse), whose principal business is Data-Star. It is the intention of Dialog to continue to operate Data-Star and to fulfill mutually agreed contractual terms.

Q5: Will details of the acquisition be available?

A: The details of this deal are considered confidential and there will be no public disclosure on this. The transaction will not have a material effect on the results of KRI's consolidated operations.

Q6: What are the anti-trust implications of the deal, especially in Europe?

A: We don't see any antitrust problems. The choices available to customers for information services are expanding all the time. The coming together of Dialog and Data-Star will benefit customers and will not have any significant impact on customer choices.

Q7:What will change for an Information Provider?

A: There will be no change in 1993. Royalties will come as before from two sources, updates need to be sent to two places as before, and training and documentation will remain unchanged. In other words, the two services will continue to operate independently. All mutually agreed contractual terms will be honored.

Q8:Will databases be eliminated from either service?

A: Although the two operations will work together to identify possibilities for eliminating some areas of redundancy, the primary objectives are to consolidate the strengths of both services and to provide information access and delivery in ways which best suit each customer's needs. The introduction of a two-way gateway between the two services will be a high priority.

Q9:Do Dialog customers automatically become Data-Star customers? How about the reverse?

A: Since the services operate separately, initially customers will contract for either one just as they have in the past. Our intention will be to develop a joint contract over time.

Q10:Will computer operations be consolidated at one location?

A: No, computer operations will be separate in Bern and Palo Alto.

Q11:Will the search languages change?

A: The two search systems will be run separately for the foreseeable future. We will continue to focus on investments in new technology and monitor customer demand. There will be a move to integrate the two systems over time.

Q12:How will this be different from the BRS/Orbit acquisition by Maxwell?

A: The situations are very different. The current Data-Star facility will form the core of our European operations, which will focus on meeting the needs of European information users. The features and database content of both systems will continue to be developed with the objective of enhancing our leading position in the European markeplace. Combining European Sales, Marketing and Customer Service will result in a real gain in resources available for serving both Dialog and Data-Star customers in Europe and worldwide.

Q13: Will there be a change of name in any of the countries where both companies operate today?

A: We expect that the Dialog and Data-Star names will continue to be used. We believe that both names are valuable.

Q14: What will the new management structure be?

A: Dialog and Data-Star are both part of KRI's Electronic Publishing Group, reporting to Pat Tierney, who is also CEO of Dialog. Heinz Ochsner and Rolando Henrich will continue in their current management roles at Data-Star, reporting to Martin Buerger, who has taken the new role of Vice President, European Operations, reporting to Pat Tierney. The European Sales and Services organization will be combined under Stuart Urwin, Managing Director, European Sales and Service, reporting to Richard Ream, Vice President, Worldwide Sales and Service. Peter Martin will assist in the transition for a period of time, before assuming new responsibilities in Dialog's headquarters.

Q15: What is happening to D-S Marketing?

A: This business is also being acquired concurrently with the Data-Star transaction.

Q16: What will you do about duplicate facilities and personnel?

A: Both Dialog and Data-Star have historically been leanly staffed organizations. We plan to assign system development personnel from both organizations to accelerate the development of new technology platforms and information delivery systems that can benefit both operations. We will also look for ways to consolidate administrative support such as production, fulfillment and storage of publications for distribution in Europe, payroll administration for European employees, etc.

Q17: Will my contact in Database Development change?

A: There is no change in your contact for the next six months. Dialog Information Providers should continue to use their existing contacts at Palo Alto and Data-Star Providers should continue to use their Data-Star contact in Europe. Any changes to this procedure will be sent to you in writing.

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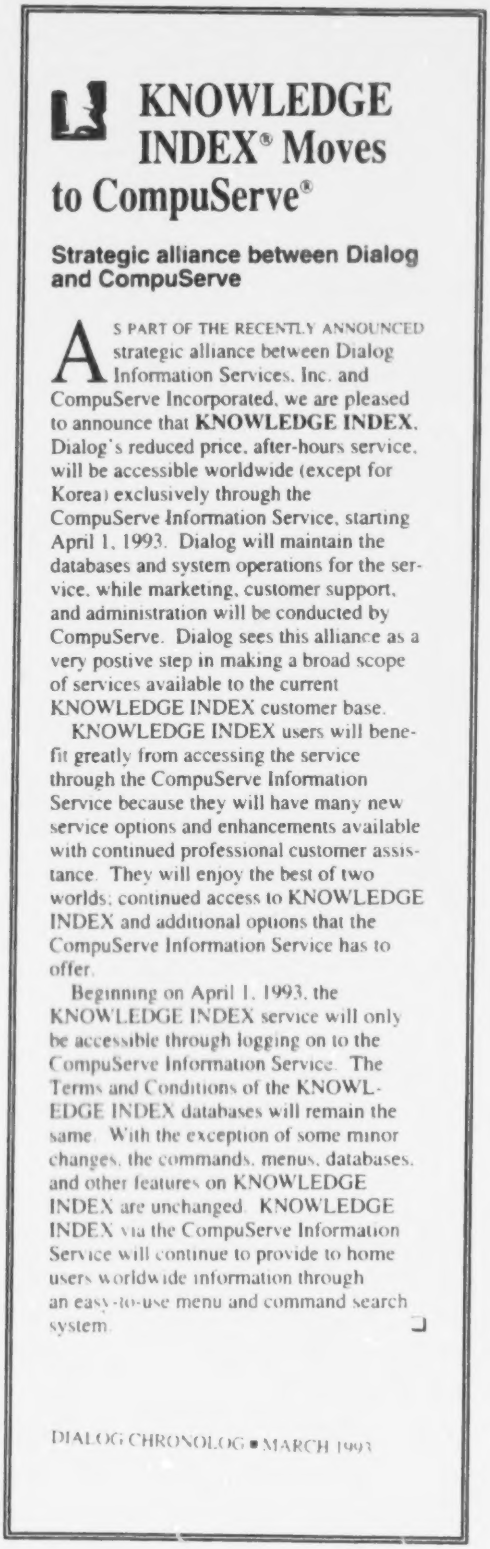

KNOWLEDGE INDEX® Moves to CompuServe®

Strategic alliance between Dialog and CompuServe

As part of the recently announced strategic alliance between Dialog Information Services, Inc. and CompuServe Incorporated, we are pleased to announce that **KNOWLEDGE INDEX**, Dialog's reduced price, after-hours service, will be accessible worldwide (except for Korea) exclusively through the CompuServe Information Service, starting April 1, 1993. Dialog will maintain the databases and system operations for the service, while marketing, customer support, and administration will be conducted by CompuServe. Dialog sees this alliance as a very postive step in making a broad scope of services available to the current KNOWLEDGE INDEX customer base.

KNOWLEDGE INDEX users will benefit greatly from accessing the service through the CompuServe Information Service because they will have many new service options and enhancements available with continued professional customer assistance. They will enjoy the best of two worlds; continued access to KNOWLEDGE INDEX and additional options that the CompuServe Information Service has to offer.

Beginning on April 1, 1993, the KNOWLEDGE INDEX service will only be accessible through logging on to the CompuServe Information Service. The Terms and Conditions of the KNOWLEDGE INDEX databases will remain the same. With the exception of some minor changes, the commands, menus, databases, and other features on KNOWLEDGE INDEX are unchanged. KNOWLEDGE INDEX via the CompuServe Information Service will continue to provide to home users worldwide information through an easy-to-use menu and command search system. ❑

DIALOG CHRONOLOG ■ MARCH 1993

DIALOG NEWS

DIALOG EUROPE
PO BOX 188, OXFORD
OX1 5AX, UK

KNOWLEDGE INDEX Moves to CompuServe

For immediate release

Oxford, 15 February 1993, DIALOG Information Services, Inc. is pleased to announce a strategic partnership between DIALOG and CompuServe Inc. This new alliance includes a transfer of the KNOWLEDGE INDEX service to the CompuServe Information Service, effective 1 April 1993. CompuServe will provide customer support for KNOWLEDGE INDEX while DIALOG will continue to provide technical maintenance. In Europe, customer support will be provided by the Bristol office of CompuServe.

The KNOWLEDGE INDEX service began in 1982 providing a few popular DIALOG databases using a simplified command language. This service enables home users such as engineers, doctors, journalists, small business owners and students to access a broad range of information at a reduced rate on evenings and weekends. Over the past decade, the service has grown to include 100 databases and a Menu version, in addition to the easy Command version. KNOWLEDGE INDEX has become a prime source of information for professionals who need to conduct their own research.

As part of the CompuServe Information Service, KNOWLEDGE INDEX will continue to provide reduced price after-hours access to some of the most popular DIALOG databases. In addition existing KNOWLEDGE INDEX users will have access to CompuServe's more than 1700 services.

"We're delighted that through this alliance with CompuServe, our current KNOWLEDGE INDEX users will have access to the many valuable services on CompuServe, while maintaining easy access to KNOWLEDGE INDEX", says Donna Holloway, DIALOG's Programme Manager for KNOWLEDGE INDEX. "In addition, we're pleased that this will allow easy access to those CompuServe members who, in the past, have not had an opportunity to explore and discover the benefits of KNOWLEDGE INDEX".

Established in 1979, the Compuserve Information Service* provides its worldwide membership of 1.1 million with more than 1700 databases and services to meet both business and personal interests. CompuServe can be accessed by any modem-equipped personal computer using the CompuServe Information Manager interface or any general communications software.

In addition to the Compuserve Information Service, CompuServe Inc. provides frame relay, wide and local area networking services, business information services, and software to major corporations and government agencies worldwide. CompuServe is an H&R Block Company.

DIALOG Information Services is the acknowledged world leader in electronic information access and delivery. The DIALOG service offers access to over 400 online databases primarily in the business, scientific and technical areas, and produces the DIALOG OnDisc range of over 50 CD-ROM products. The DIALOG Information Service is used by more than 140 000 customers in approximately 100 countries.

DIALOG is the servicemark of DIALOG Information Services, Inc., Registered US Patent & Trademark Office. DIALOG Information Services Inc. is a Knight-Ridder company.

-Ends-

For more information on the above, please contact Mike Sullivan at DIALOG Europe, PO Box 188, Oxford, OX1 5AX UK or call +44 (0)865 326226.

*CompuServe is a registered trademark of CompuServe Inc., an H&R Block Company.

DIALOG INFORMATION SERVICES, INC.

Facsimile Cover Sheet

To: Ted Brandhorst
Company: ERIC Processing & Reference Facility
Phone: (303) 258-5500
Fax: (301) 948-3695

From: Brian A. Allen
Company: Dialog Information Services, Inc.
Phone: (303) 646-0385
Fax: (303) 646-0385

Date: August 18, 1993
Pages including this cover page: 1

Comments: New Permanent Telephone Number

Dear Ted,

I am sorry to do this to you again, but the telephone company has finally installed my telephone lines as they should be. As a result, my new telephone is **(303) 646-0385**. This was the original number that I gave you, but the telephone company was not able to provide the additional lines that were required when I moved. Everything is working as it should be, and there will be no change for quite some time. I apologize for any inconvenience, but I will be more available with the dedicated line for voice/fax, whereas, I have had to share this with a dedicated modem over the past few weeks.

Please make note of the new address and telephone:

Brian Allen, Database Manager
36054 Winchester Road
Elizabeth, Colorado 80107
Telephone: (303) 646-0385
Fax: (303) 646-0385

Best regards

Brian

Brian A. Allen

- Brian A. Allen, 36054 Winchester Road, Elizabeth, Colo. 80107 -

SilverPlatter Information, Inc.
100 River Ridge Drive
Norwood, MA 02062-5026
U.S.A.
Tel: 617-769-2599
Fax: 617-769-8763

SilverPlatter Information Ltd.
10 Barley Mow Passage
Chiswick, London W4 4PH
U.K.
Tel: +44 (0) 81-995-8242
Fax: +44 (0) 81-995-5159

FOR IMMEDIATE RELEASE: January 29, 1993
CONTACT: Marion Williams
1-800-343-0064

SilverPlatter to Discontinue Supplying Network Hardware

Third Party Vendors to Supply Hardware

Norwood, MA — SilverPlatter Information has announced that it will cease supplying the hardware required for CD-ROM networking systems. Effective immediately, SilverPlatter will turn the business of selling and servicing network hardware over to third party hardware vendors. SilverPlatter will continue to develop and improve its networking software, and to provide software products which improve connectivity and hard disk delivery. The decision will allow more resources for these developments, as well as an increased focus on providing customers with excellent information products and retrieval software.

In recent years, networking technology has become more readily available and most computer environments are already - or will soon be - running on a network. This increased popularity of networking has resulted in a higher level of support and maintenance being provided to networking customers by local hardware companies. Because of the extensive amount of resources needed to provide such high levels of service, SilverPlatter has decided to remove itself from the hardware business, and to concentrate its resources on software and database development.

This decision will also allow networking customers to take advantage of lower costs offered by larger hardware vendors. Most third party vendors also have experience with a variety of hardware components, so customers can be sure that the hardware they buy will integrate well with their current hardware. Third party vendors can also help customers configure their system for price or for performance, depending on their needs.

(More)

According to Ron Rietdyk, Executive Vice President of Sales and Marketing at SilverPlatter, "The decision to disband SilverPlatter's networking hardware products enables us to focus on our core business of supplying customers with excellent information products and retrieval software. Our choice to focus development efforts on these areas, and to leave the business of hardware to local suppliers, will give customers quality networking products *and* the best information available. Ultimately, this decision will result in significant benefits to the customer."

SilverPlatter will continue to recommend optimal equipment configurations for its software. The HD-1000, CD-1000, and ERL-1000 are current model configurations which will continue to be designed and certified by SilverPlatter. For customers who would like assistance in buying hardware, SilverPlatter can recommend authorized third party vendors who meet the standards set by SilverPlatter.

Current customers will continue to receive full service and technical support for the duration of their contracts. When their contract expires, those customers will have the option of renewing their service contract with a third party vendor. Customers who have any questions can contact their Network Account Executive at 1-800-343-0064.

As one of the first providers of information on CD-ROM, SilverPlatter has a distinguished reputation for providing quality CD-ROM products, innovative technology, and excellent service its customers. With over 100 titles available on compact disc, SilverPlatter remains the leader in bringing people and information together.

###

SilverPlatter Information, Inc.
1005 N. Glebe Road, Suite 605
Arlington, VA 22201
U.S.A.
Tel: 703-527-4780
Fax: 703-527-1072

SilverPlatter Information Ltd
10 Barley Mow Passage
Chiswick, London W4 4PH
U.K.
Tel: +44 (0) 81-995-8242
Fax: +44 (0) 81-995-5159

FOR IMMEDIATE RELEASE: July 26, 1993
CONTACT: Rick Naylor, (800) 521-0574 (U.S.A.)
Martin Marlow, +44 (0) 81 995 8242 (U.K)

Full-Text Digest Records Added to ERIC on SilverPlatter

Arlington, VA — SilverPlatter Information has announced the addition of the full text of more than 1,000 ERIC Digests to its CD-ROM version of the ERIC database. The new records are available at no extra charge to subscribers of the ERIC database on SilverPlatter.

ERIC Digests are one- to two-page documents targeted specifically at teachers, administrators, and other practitioners. They are designed to provide an overview of information on a given topic, and to provide references to items with more detailed information. The digest records were previously contained in the database, but without the full text of the actual documents.

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THE FEDERAL PAGE

Thursday, July 1, 1993 A21

OMB's New Government Discount

Agencies Are Urged to Sell Information at Cost, Not a Profit

By Bill McAllister
Washington Post Staff Writer

The Clinton administration has reversed a Reagan administration policy that defined government information as a commodity, often available for sale to private industry.

Instead, the new policy advises government agencies to "maximize" the amount of information available to the public and to "minimize" its cost. If the agencies charge fees for providing information, they will be prohibited from charging more than the cost of delivering the materials.

The long-expected policy, issued earlier this week by the Office of Management and Budget, is important because it outlines the philosophy federal agencies are to follow in releasing information. It also will provide the foundation for the new "information highway" that Vice President Gore has proposed.

The changes brought praise from information industry spokesmen and from Gary Bass, executive director of OMB Watch, a public interest group that railed against what it viewed as restrictions during the Reagan and Bush administrations. "This is good stuff . . . a major repudiation from the Reagan-Bush way of operating," Bass said.

Steven J. Metalitz, vice president and general counsel for the Information Industry Association, a trade group with 500 members, welcomed the policy. "On the whole, it reflects a pretty sensible consensus," he said.

Under rules in effect since 1985, OMB advised federal agencies that government information was "a valuable national source" and "is itself a commodity, often with economic value in the marketplace." That policy has led to a number of initiatives by agencies to market their data through private companies which, in turn, would sell it to the public.

The new OMB policy retains the definition of government information as "a commodity in the marketplace" but drops suggestions that the government should make a profit selling information.

Noting that the federal government is the "largest single producer, collector, consumer and disseminator of information in the United States," OMB's circular A-130 calls for a "diversity" of vendors, both public and private, to make government information available. It warns that government information must be provided equitably to all interested parties.

Fees are to be avoided. When imposed, they must be set "at a level sufficient to recover the cost of dissemination but no higher," the circular states.

Bass said the Bush administration had begun to retreat from the Reagan policy during its final year and the Clinton administration is following most of those ideas. The OMB proposal fits the Clinton administration's "new role of government—empowering people by giving information," he said.

If agencies follow the directive, Bass said it could diminish use of the Freedom of Information Act, a route frequently taken by journalists and others to ferret out information. FOIA requests could become "the vehicle of last resort instead of the vehicle of first resort, as it is now," he said.

A more open information policy would be important to environmental groups, for example, because they long have sought additional data on pollution and water permits, Bass added.

Under the Paperwork Reduction Act 1980, OMB is responsible for writing the government's rules on release of information and how to use new technologies to distribute it. Implementation falls to each agency and department.

"The weakness of the new policy is that it lays out good principles but it doesn't tell the agencies to do anything," Bass said. For example, it recommends establishing a locator system to help find information within the government, Bass said. But the circular fails to tell the agencies how to establish such an operation.

Metalitz agreed that the key will be how well agencies comply with the rules. A secondary issue is whether Congress will enact some of the same policies into law, he said.

Reading, Writing, Narcissism

By Lilian G. Katz

URBANA, Ill.

Developing and strengthening children's self-esteem has become a major goal of our schools. Although it is true that many children, especially the youngest students, have low self-esteem, our practice of lavishing praise for the mildest accomplishments is not likely to have much success. Feelings cannot be learned from direct instruction, and constant reminders about how wonderful one is may raise doubts about the credibility of the message and the messenger.

A project by a first grade class in an affluent Middle Western suburb that I recently observed showed how self-esteem and narcissism can be confused. Working from copied pages prepared by the teacher, each student produced a booklet called "All About Me." The first page asked for basic information about the child's home and family. The second page was titled "what I like to eat," the third was "what I like to watch on TV," the next was "what I want for a present" and another was "where I want to go on vacation."

The booklet, like thousands of others I have encountered around the country, had no page headings such as "what I want to know more about," "what I am curious about," "what I want to to solve" or even "to make."

Each page was directed toward the child's basest inner gratifications. Each topic put the child in the role of consumer — of food, entertainment, gifts and recreation. Not once was the child asked to play the role of producer, investigator, initiator, explorer, experimenter or problem-solver.

It is perhaps this kind of literature that accounts for a poster I saw in a school entrance hall. Pictures of clapping hands surround the title "We Applaud Ourselves." While the sign's probable purpose was to help children feel good about themselves, it did so by directing their attention inward. The poster urged self-congratulation; it made no reference to possible ways of earning applause — by considering the feelings or needs of others.

Lilian G. Katz is professor of early childhood education at the University of Illinois. This is adapted from the summer issue of American Educator.

Another common type of exercise was a display of kindergartners' work I saw recently that consisted of large paper-doll figures, each having a balloon containing a sentence stem that began "I am special because..." The children completed the sentence with the phrases such as, "I can color," "I can ride a bike," and "I like to play with my friends." But these children are not likely to believe for very long that they are special because they can color or ride a bike. What are they going to think when they discover just how trivial these criteria for being special are?

This overemphasizing self-esteem and self-congratulation stems from a legitimate desire to correct previous generations' traditions of avoiding compliments for fear of making children conceited. But the current practices are vast over-corrections. The idea of specialness they express is contradictory: If everybody is special, nobody is special.

Promote students' curiosity, not their self-esteem.

Adults can show their approval for children in more significant ways than awarding gold stars and happy faces. Esteem is conveyed to students when adults and peers treat them with respect, ask for their views and preferences and provide opportunities for decisions and choices about things that matter to them. Children are born natural and social scientists. They devote much time and energy to investigating and making sense of their environments. During the preschool and early school years, teachers can capitalize on this disposition by engaging children in investigations and projects.

Several years ago, I saw this kind of project at a rural British school for 5- to 7-year-olds. A large display on the bulletin board read: "We Are a Class Full of Bodies. Here Are the Details." The display space was filled with bar graphs showing birth dates, weights and heights, eye colors, number of lost teeth, shoe sizes and other data of the entire class. As the children worked in small groups to take measurements, prepare graphs and help one another post displays of their analyses, the teacher was able to create an atmosphere of a community of researchers looking for averages, trends and ranges.

Compare this to the American kindergarten I visited recently in which the comments made by the children about a visit to a dairy farm were displayed on the bulletin board. Each sentence began with the words "I liked." For example, "I liked the cows" and "I liked the milking machine." No sentences began "What surprised me was ..." and "What I want to know more about is ..."

Of course children benefit from positive feedback. But praise and rewards are not the only methods of reinforcement. More emphasis should be placed on appreciation — reinforcement related explicitly and directly to the *content* of the child's interest and effort. For example, if a child poses a thoughtful question, the teacher might come to class the next day with a new reference book on the same subject. It is important that the teacher shows appreciation for pupils' concerns without taking their minds off the subjects at hand or directing their attention inward.

When children see that their concerns and interests are taken seriously, they are more likely to raise them in discussion and to take their own ideas seriously. Teachers can strengthen children's disposition to wonder, reflect, raise questions and generate alternative solutions to practical and intellectual problems. Of course, when children are engaged in challenging and significant activities, they are bound to experience failures and rebuffs. But as long as the teacher accepts the child's feelings and responds respectfully — "I know you're disappointed, but you can try again tomorrow" — the child is more likely to learn from the incident than be harmed by it.

Learning to deal with setbacks, and maintaining the persistence and optimism necessary for childhood's long road to mastery are the real foundations of lasting self-esteem. Children who are helped to develop these qualities will surely respect themselves — though they probably will have better things to think about. ☐

Enhancing the Federal Role in Research on Education

SINCE I LEFT GOVERNMENT SERVICE, I have thought a good deal about the chronic anemia of the federal role in educational research and development. After I became Assistant Secretary for the Office of Educational Research and Improvement in the Department of Education in 1991, reporters wanted to know about my "agenda." So I talked about using modern technology, such as audio and video products, to disseminate research findings to teachers and parents. I wanted to sponsor new research on successful programs for disadvantaged students, on alternatives to standardized tests, and on education in other nations. My response reflected much of what I had learned while serving as co-chair of a panel sponsored by the National Academy of Education on the future of educational research. The federal research program, I believed, should concentrate on discovering ways to improve the education of disadvantaged students.

I soon learned, however, that there was almost no money available for technological innovations or for new research projects. Responsibility for this dismal situation is widely shared, not only by Congress and various Administrations but also by lobbyists for educational interest groups.

The agency's budget of $450-million is allocated to a score of specific programs mandated by Congress. The biggest chunk, $146-million, is a formula-grant program for libraries. About $80-million goes to the National Center for Education Statistics, which gathers data and administers the National Assessment of Educational Progress. Other moneys are directed to 10 regional educational laboratories ($35-million), 20 national research centers ($25-million), and an array of other programs.

I quickly realized that Congress did not want my agency to have much discretion. Fearing that administrators would pursue political or ideological ends, lawmakers—aided by a variety of education lobbyists eager to protect existing programs—had written into law every program that we manage, with strong safeguards that make each one almost impervious to legitimate review. Whenever I complained about micromanagement, Congressional staff members would remind me of what had happened 10 years earlier, when a Reagan appointee in the agency had tried to impose a political agenda. As a result, Congress wants OERI to administer grants and contracts, but prefers that it not have the capacity to conduct its own research, commission new research on its own, or monitor the quality of existing research-and-development programs.

Beyond Congressional micromanagement, the most important barrier to a good federal research-and-development program was obvious: not enough money. A study by a panel of the National Academy of Sciences in 1992 found that the federal budget for educational research and development had declined by 88 per cent in constant dollars between 1973 and 1989, even as the budget of the Department of Education had grown. During my tenure, research and statistics received less than 1 per cent of the department's budget, and of that amount, only about $50-million was spent on research.

Even the figure of $50-million overstates the amount of money that actually goes to research, according to a study conducted by Maris Vinovskis, a historian and demographer from the University of Michigan who is working at the agency on a review of the quality of work at our research centers and regional laboratories. He has found that of the $25-million OERI spent on national research centers, about half went for administration, indirect costs, and the dissemination of research. Based on his intensive review, I concluded that the federal government would be better off supporting fewer centers, each with a budget of $4-million to $6-million, rather than many small centers.

Mr. Vinovskis also has found that research at the 10 regional laboratories was limited and of uneven quality. While the $35-million that the labs receive annually is described in the OERI budget as research support, less than a third is devoted to applied research and development (the labs generally do not conduct basic research). And some of that money supports activities—such as workshops for educators—that actually are technical assistance rather than research. Further, the labs do not respond to a federal agenda even though they receive federal dollars, because each is responsible to a regional board.

The agency spends $1-million or less annually to support individual researchers or studies proposed by researchers in the field. This provides support for 10 to 15 researchers. This is scandalous, but although I proposed increasing that amount to $10-million, the department's budgeters cut it to $2-million and the House Appropriations Committee slashed it to $959,000.

The politics of educational research is strange: every program has its own constituency, which battles for its own small slice of the pie. I was shocked at appropriations hearings when I discovered that the lobbyist for the regional labs was fighting OERI's request for higher appropriations. OERI represents a bizarre reversal of the classic "iron triangle." Ordinarily, the "iron triangle" consists of an agency, the interest groups that receive money from it, and Congressional staff members—all of whom collaborate to build the budget of the agency. In the case of OERI, the interest groups and Congressional staff members combine to fight the agency, impugn its integrity, and keep it enfeebled. Perhaps that will change in the Clinton Administration: I certainly hope so.

> "Until there is an adequate program of research to generate new knowledge, there is little point in pouring additional money into disseminating it."

During my tenure, I fought for increased appropriations for OERI and gained the support of Education Secretary Lamar Alexander and the Office of Management and Budget for a nearly 60-per-cent increase in our budget. The House Appropriations Committee, however, rejected our request and instead cut OERI's budget by 1 per cent, across the board. So much partisan acrimony existed in Congress during the election campaign that nothing coming from the Department of Education had a chance of passage, even if it echoed what candidate Clinton was saying about education.

ALTHOUGH MOST OF OERI'S PROGRAMS have particular Congressional protectors, educational research and development as a whole has few friends in Congress. Because it gets so little money, it has little stature compared to programs that dispense billions. As I knocked on Congressional doors seeking a champion, most Congressmen said that educational research was just a lot of jargon, that it had little of value for teachers, and that we already know all we need to know. I knew that there was some truth in this stereotype, but I also believe that the low esteem accorded educational research and its chronic lack of funding have driven first-rate researchers to other fields.

Since my original priorities were non-starters, I focused on what could be accomplished within the fiscal and political constraints. The national goals for education, jointly forged in 1989-90 by President Bush and the nation's governors (led by then–Governor Clinton), provided a bipartisan focus. In support of goals that pledge improved student achievement from kindergarten through high school, we used our few discretionary dollars to award grants to independent organizations (such as the National Academy of Sciences and the National Geographic Society) to bring together teachers and scholars to develop voluntary national standards in the sciences, the arts, history, civics, geography, English, and foreign languages. We modeled our support on the successful collaborative work of the National Council of Teachers of Mathematics, which published mathematics standards for elementary and secondary schools in 1989.

We also launched valuable new publications. The National Center for Education Statistics prepared a superb volume, "120 Years of American Education: A Statistical Portrait," gathering important longitudinal educational data into one handy reference volume.

We sponsored a research seminar on the educational effects of single-gender schooling and commissioned a research synthesis on the subject (which will be published soon). We invited a dozen prominent historians to write critical essays on the major issues in American education, and the collection will be published next year by a university press. The agency now is producing major research reviews that identify "what we know and what we need to know" from research to reach the ambitious national education goals.

Despite these accomplishments, the agency itself bears a measure of blame for the low status accorded federal educational research. While I was there, we set about demonstrating that we could make a difference by instituting rigorous quality controls for research that we monitor. I urged the career staff to think of themselves as stewards of public funds, not as liaisons for those who get the money. For the first time in many years, OERI's Office of Research—under the able leadership of acting director Joseph Conaty—led a careful review of the research centers.

IN TWO INSTANCES, funds were withheld from centers that presented poorly designed studies. Staff members worried that disgruntled project directors would complain to their friends on Capitol Hill, but the quality review was valid and it stood. This experience demonstrates that, even with limited resources, the agency can improve its monitoring of quality among recipients of federal funds.

The agency's capacity to do so, however, is severely compromised by its lack of top-quality researchers. OERI should be able to support in-house research projects; it should be able to synthesize the studies from the national centers, the regional labs, and independent scholars. It should be able to relate research findings to the data and statistics gathered by the National Center for Education Statistics. None of this is currently possible, because there are only about 20 well-qualified researchers in the Office of Research, most of whom also have administrative responsibilities.

I learned that I was wrong in thinking that OERI needs to spend more money on dissemination. Until there is an adequate program of research to generate new knowledge, there is little point in pouring additional money into disseminating it.

We need a stable, long-range program of research and development to accompany, monitor, and improve our nation's investment of hundreds of billions of dollars each year in education. We will never have such a program until the turf fighting ends and the agency is accorded the discretion and the money that it needs to attract a first-rate staff.

Diane Ravitch, a historian of education, is a visiting fellow at the Brookings Institution.

LETTERS TO THE EDITOR

Reforms of America 2000

Edward Fiske's op-ed article [April 25] about the 10th anniversary of the report "A Nation at Risk" contained an erroneous description of the education policies of the Bush administration.

Mr. Fiske wrongly asserted that "the concept of **systemic change** never reached the Bush administration, whose thinking about public education started and ended with parental choice. . . . " This statement is untrue; indeed, every educational reform lauded by Mr. Fiske was either initiated or promoted as part of President Bush's America 2000 program.

The **systemic reform strategy** of national standards and a national assessment system was launched by the Department of Education under then-Secretary Lamar Alexander as an integral part of America 2000. Beginning in the fall of 1991, the department funded projects to develop national standards in the sciences, history, the arts, civics, geography, English and foreign languages.

The innovative approaches of Ted Sizer and James Comer—hailed by Mr. Fiske—received millions of dollars from the New American Schools Development Corp., which raised money for "break the mold" schools as part of the America 2000 plan.

In addition, more than 2,500 communities across the nation organized themselves as America 2000 communities and developed their own strategies to reach the national education goals for the year 2000. Today, Secretary of Education Richard Riley has taken over the America 2000 monthly satellite town meeting in order to keep in touch with these community organizations.

We won't have a chance to reach the national goals by the year 2000 unless we put partisanship aside and work together for the sake of our children and our future.

DIANE RAVITCH
Washington

The author was assistant secretary of education in the Bush administration, in charge of the Office of Educational Research and Improvement.

THE WASHINGTON POST

From Journal Titles to Article Citations: Providing Access to Indexing and Abstracting Services Through the ILLINET Online Network

Brad Baker

Background

Once an online public access catalog (OPAC) is up and running, it does not take long before librarians and library users alike begin thinking ahead to the next level of service that can be provided through the network. In most cases, the immediate interest is in providing access to periodical citation databases as an integral part of the OPAC. Once users can access journal title holdings online, it is not surprising, or unreasonable, that they also expect to be able to search for specific articles by subject in these journals. There is nothing like success to raise user expectations.

The vision of providing access to specific periodical citation databases through ILLINET Online is certainly not new. Hugh Atkinson and other leaders in the state articulated much of this vision several years back in discussions of loading ERIC tapes into what was then LCS. The strategic planning process undertaken by the Illinois Library Computer Systems Office (ILCSO) Policy Council beginning July 1988 provided a forum for indepth discussion of providing access to periodical citation databases through the ILLINET Online network, and it served as an impetus to move this idea off the back burner. The final document that emerged from this planning process called for ILCSO to move forward with evaluating options and implementing new services in this area where feasible and cost-effective for member libraries.

With the adoption of the strategic plan, the ILCSO Policy Council established the ILCSO Access to Periodical Databases Committee to provide recommendations to the Policy Council on access to abstracting and indexing services. I have had the pleasure of serving as a member of this committee and as chair for the past two years. Current membership on the committee is as follows:

Brad Baker, Northeastern Illinois University
Barbara McFadden Allen, Illinois State Library
Thom Brown, University of Illinois, Automated Information System Services
Donna Goehner, Western Illinois University
Clayton Highum, Illinois Wesleyan
Jack McManus, University of Illinois, Automated Information System Services
Bill Mischo, University of Illinois-University of Chicago
Bernie Sloan, Illinois Library Computer Systems Office
Jay Starratt, Southern Illinois University, Carbondale
E. Paige Weston, University of Illinois, Chicago

**Brad Baker,* university librarian, Northeastern Illinois University, Chicago, Illinois.

Illinois Libraries
v75 n2 March 1993

The CARL Uncover Project

The first project for providing citation database access, which was recommended by the Databases Committee and approved by the ILCSO Policy Council, was a pilot connection to the Colorado Alliance of Research Libraries (CARL) Uncover service. CARL Uncover is primarily a table of contents database that provides current access to more than 10,000 journal titles. While it does not include abstracts of articles or support controlled vocabulary indexing, the CARL Uncover service does support keyword searching of article titles from the journals included. The CARL service attracted the attention of the committee for several key reasons. One nice feature was the ability to incorporate journal title holdings information from OCLC Union List tapes. While the product itself was attractive, the other key consideration was that service could be put in place very quickly with very little modification to the ILLINET Online network. A pass-through telecommunications connection between IO and CARL Systems was all that was required to get the service up and running.

The gateway connection to support CARL Uncover access on ILLINET Online terminals was put in place in fall 1990 on a trial basis, with funding from the Cooperative Collection Management Coordinating Committee (CCMCC). The initial grant supported forty simultaneous users from any of the more than 1,500 ILLINET Online terminals. Because this includes the statewide dial-access ports to ILLINET Online, access to CARL Uncover has been available to all libraries throughout Illinois. Some technical problems plagued the project during the initial months of the trial, which limited access to the CARL Uncover ports. Once corrected, the management of CARL Systems agreed to an extension of the contract through summer 1992.

During the trial year of access, CARL Uncover service was evaluated thoroughly by the ILCSO Evaluation of Databases Committee. While identifying a number of specific problems, which needed to be addressed to improve functions of the CARL Uncover gateway connection, the committee recommended maintaining the service in FY 93. With this recommendation, the ILCSO Access to Periodical Databases Committee put together a funding proposal for maintaining CARL Uncover access in FY 93, with the full cost of the service covered through ILCSO member library assessments. The high level of support for the service is indicated by the fact that thirty-eight of the forty ILCSO member libraries elected to maintain CARL access on their ILLINET Online terminals.

The CARL Uncover service has continued to log a high level of use in the current fiscal year. Usage totalled 3,550 connect hours in October alone. A growing number of libraries and individual library users also have been taking advantage of a new feature in CARL Uncover II service, which supports direct online ordering of articles identified in CARL Uncover and delivery via telefax or U.S. mail. The service supports direct credit card input for payment by individual users and deposit account packages for library use. Many libraries have indicated their intent to make further use of this article delivery service in CARL Uncover II to supplement their journal collections and traditional interlibrary loans, especially for expensive journal titles that have been cut due to price increases and budgetary constraints.

The Illinois Bibliographic Information Service (IBIS)

Evan before ILCSO negotiations with CARL Systems began, work had been underway at the University of Illinois in examining alternatives for loading specific indexing and abstracting databases directly onto the network mainframe. The initial intent of the development work was to address the specific needs of the two University of Illinois campuses. Rather than being in conflict, this somewhat parallel development and testing of both a gateway approach for providing access to citation databases and a direct tapeloading approach has been of great value to the ILCSO community. It has provided the opportunity to evaluate two very different approaches to database access, while minimizing risk and maintaining the maximum flexibility for everyone involved.

The University of Illinois development efforts with locally mounted citation database files grew into the Illinois Bibliographic Information Service (IBIS). IBIS service is built around the BRS Onsite program from Maxwell Online. The BRS Onsite program is designed to ease development efforts with bringing up indexing and abstracting databases on a local system by providing search software and interface support as well as database tapes ready to load into the IBM mainframe environment. While this has facilitated implementation, a tremendous amount of effort in development and customization has been invested by library and computer systems staff at both the University of Illinois Urbana campus and the University of Illinois Chicago campus to meet local needs in IBIS.

The ERIC Pilot Project in IBIS

Participation in IBIS by other ILCSO libraries began in 1991, following a survey of the ILCSO community regarding IBIS and receipt of a CCMCC grant to expand the site license for the BRS software to include the entire ILCSO community. With the expansion of the software license, the ILCSO Policy Council also approved a pilot project of access to the ERIC database through IBIS for the entire ILCSO community.

Getting the ERIC database up and running on IBIS for the forty ILCSO libraries has been a tremendous example of cooperation and collaboration, which have made resource sharing work so well in Illinois. Software licensing funding was provided by CCMCC. During the first year, ERIC user fees for the entire network were paid by the thirteen state university libraries. Database loading and technical support was provided by U of I Automated Information System Service (AISS) and the BRS Task Force. Leadership with interface customization to accommodate ERIC was provided by Bill Mischo at UIUC and E. Paige Weston at UIC. Finally, training for library staff members was provided by the ILCSO office and another volunteer committee.

The first evaluation of the ERIC pilot project by the ILCSO Evaluation of Databases Committee resulted in a positive recommendation regarding continuing the project into FY 93. With this endorsement, the Access to Periodical Databases Committee put together a funding plan to allocate the necessary costs to member libraries to maintain ERIC on the network in FY 93. Again, as with CARL Uncover, the response from member libraries was encouraging, with thirty-eight of the forty ILCSO libraries opting to pick up their share of the ongoing subscription costs. The committee is currently in the process of completing a similar mailing, requesting ILCSO member library commitments to renew ERIC access through IBIS for FY 94.

The Wilson Pilot Project in IBIS

While the ERIC pilot was a useful and relatively inexpensive test of network access to a journal index through IBIS, the intent of the committee from the beginning was to expand the service to a core group of databases. Consensus emerged fairly quickly that the target audience for the next group of core databases to be loaded on the network should be the general undergraduate student. It also was agreed that files be chosen to generate the highest demand and search volume across the ILCSO membership.

Following several surveys of member libraries and meetings with key vendors, the committee entered into negotiations with the H. W. Wilson Company regarding an extended pilot test of access to a package of databases through IBIS for the forty ILCSO libraries. The core package of databases identified for the pilot included: *Readers Guide Abstracts*, the *Business Periodicals Index*, the *Social Sciences Index*, the *Humanities Index* and the *General Science Index*.

The Wilson pilot project in IBIS is now fully underway and scheduled to run through summer 1993. Usage of the five Wilson files during the first few months of the pilot project has been impressive and broad-based, with significant growth in connect time each month. Table 1 and Table 2 provide connect time and signon statistics for each of the Wilson databases as well as for ERIC for the past three months. The tables also include statistics on use of the *Current Contents* files through IBIS at the U of I, Urbana and the University of Illinois Chicago campuses which they are supporting under a separate contract. The U of I also is currently supporting access to Wilson's *Applied Science and Technology Index* and the *Biological and Agricultural Index* under another separate contract. Usage of these two files is also reported in the following table.

Table 1

IBIS Connect Time Usage By Database:
September through November 1992
(in hours)

Database	Sept. 1992	Oct. 1992	Nov. 1992
ERIC	1788:44	2395:37	2466:53
Wilson Family			
Business Periodicals Index	751:21	1059:19	1043:28
General Science Index	282:41	457:37	554:15
Humanities Index	343:32	504:17	509:47
Readers Guide Abstracts	399:30	726:54	677:41
Social Sciences Index	841:38	1242:36	1301:26
All Five of Above	831:13	1870:30	1513:50
Applied Science and Technology Index*	351:47	401:52	348:59
Biological and Agricultural Index*	153:31	268:06	180:25
All Seven Indexes*	889:09	1335:39	2084:57
Wilson Family Total	4844:25	7866:54	8214:53
Current Contents	1067:03	1511:08	2119:59
TOTAL CONNECT HOURS	7700:13	11773:41	12801:45

*Access to these files is currently limited to UIUC and UIC due to separate contracts held by the University of Illinois

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Table 2

IBIS Signons By Database:
September through November 1992
(in hours)

Database	Sept. 1992	Oct. 1992	Nov. 1992
ERIC	9199	12427	12931
Wilson Family			
Business Periodicals Index	4273	5898	5683
General Science Index	2021	3060	3624
Humanities Index	2807	3864	4038
Readers Guide Abstracts	2526	3811	3631
Social Sciences Index	5039	7178	7377
All Five of Above	5000	7477	8077
Applied Science and Technology Index*	2586	3254	2892
Biological and Agricultural Index*	1069	1719	1213
All Seven of Above*	4690	8853	9535
Wilson Family Total	30011	45084	46070
Current Contents*	6980	9997	12489
TOTAL SIGNONS	46190	67508	71490

*Access to these files is currently limited to UIUC and UIC due to separate contracts held by the University of Illinois.

Table 3 and 4 provide the top twenty users of ERIC and the Wilson family of databases as measured by connect hours during November. The fact that the two U of I campuses do have the extra files and longer experience with IBIS can be seen in these institutional usage figures. Usage of IBIS by the other ILCSO members, however, has been growing significantly each month, and we expect these differences to narrow. It also is interesting to note the number of different ILCSO libraries that make one of the two top twenty lists. In some cases, this is without a great deal of promotion or training of patrons at the local library level.

Table 3

Top 20 ILCSO Library Users of ERIC on IBIS:
November 1992

Rank	University	Connect Hours
1	University of Illinois at Urbana	681:20
2	Illinois State University	283:47
3	Southern Illinois University at Carbondale	238:56
4	University of Illinois at Chicago	205:52
5	Northeastern Illinois University	189:57
6	Eastern Illinois University	115:00
7	Governors State University	96:48
8	Western Illinois University	89:15
9	Northern Illinois University	87:24
10	Sangamon State University	62:32
11	Saint Xavier University	57:39
12	Roosevelt University	34:46
13	Illinois Benedictine College	33:40
14	McKendree College	31:58
15	National-Louis University	31:22
16	North Central College	28:25
17	Elmhurst College	26:24
18	Oakton Community College	25:13
19	Illinois Institute of Technology	24:54
20	Concordia University	21:09

Table 4

Top 20 ILCSO Library Users of the Wilson Databases on IBIS:
November 1992

Rank	University	Connect Hours
1	University of Illinois at Urbana	3701:27
2	Illinois State University	714:09
3	University of Illinois at Chicago	501:24
4	Southern Illinois University at Carbondale	412:04
5	Northeastern Illinois University	316:25
6	Eastern Illinois University	290:55
7	Northern Illinois University	287:40
8	McKendree College	281:26
9	Western Illinois University	258:17
10	Sangamon State University	226:28
11	Roosevelt University	168:14
12	Illinois Wesleyan University	144:37
13	Governors State University	120:01
14	Illinois Institute of Technology	98:42
15	Rosary College	93:33
16	Lake Forest College	89:47
17	Elmhurst College	75:23
18	Illinois Benedictine College	72:11
19	North Central College	67:29
20	Oakton Community College	52:32

Funding for IBIS Operations

From the beginning of the IBIS project, the Access to Periodical Databases Committee has put forward a funding model, in which member libraries pay all database royalty fees, user charges and database storage costs. New funding is pursued to cover central site costs for BRS Onsite, system operation and maintenance. During the pilot phase of operation, these central site costs have been covered by grants from the Cooperative Collection Management Coordinating Committee. To attain a permanent funding base for these costs, the committee recently submitted a proposal to the Illinois Board of Higher Education (*Enhancing ILLINET Online: Increasing the Effectiveness of Journal Collections Through Online Abstracting and Indexing Databases*) seeking a funding base adjustment to maintain the IBIS project.

The other key part of the financial picture for FY 94 and beyond is the subscription-based contribution for IBIS from the ILCSO member libraries. Given that Wilson licensing fees have been waived during the current pilot phase, the ILCSO libraries will be facing a large increase in their database access fees to cover the fairly substantial royalties and user fees to maintain access to these files in FY 94. The committee has been negotiating with representatives from H. W. Wilson for the past two years regarding these royalties and have come to agreement on a level of fees that we think is fair for all parties. The committee is currently in the process of surveying libraries regarding the distribution of member library costs for FY 94.

Plans for IBIS and Other Database Services on the Network

The Access to Periodical Databases Committee and the ILCSO Policy Council have discussed a number of options for short- and long-range enhancements to IBIS and database services on the ILLINET Online network. Three areas in particular attract the most discussion: adding other databases, adding access for other libraries, and adding full text capabilities or links.

For FY 94, the focus of attention in IBIS for the ILCSO community will remain on the six core files currently up and running and on moving from a pilot phase into regular production. Given that the *Current Contents* files and the two additional Wilson files (*Biological and Agricultural Index* and *Applied Science and Technology Index*) are already being maintained on the system for use by the U of I campuses, the committee will be examining the possibility of opening access for these specific files. The committee also has received requests from a number of libraries regarding additional files they would like available through IBIS. The intent is to offer optional access on a title by title basis to some of these more specialized files over the next few years.

A second area of future development being reviewed by the Databases Committee is the possibility of opening access to IBIS to nonILCSO libraries. This presents a number of contractual difficulties in dealing with database and software vendors. Another limitation to expansion in this area is the number of ports available on the network and methods for making IBIS available on multiple terminals in nonILCSO libraries. It is possible that developments with netILLINOIS and the evolution of the ILLINET Online telecommunications network into the next generation will make it easier to pursue this type of expansion over the next several years.

The third area of long term development being pursued by ILCSO and the committee is the move to the next level of providing full text links from journal article citations. There has been a great deal of discussion of the gradual paradigm shift in libraries from a "just in case" philosophy to a "just in time" orientation. With this in mind, many librarians have viewed periodical database access through IO as a means to an end. The objective here is not so much to get to the citations, but to build a framework in which we can get the actual articles to our users through the same workstation. While this capacity has seemed pretty far off, CARL Uncover II allows part of this capability now. Recent agreements between H. W. Wilson and UMI also form an important framework on which to build in implementing full text access at some point in the future.

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SCIENTIFIC PUBLISHING

Virtual Libraries, Complete With Journals, Get Real

Libraries are not favored haunts of chemists, or many other research scientists. Rather than spending hours in vain pursuit of elusive citations, they personally subscribe to—and clutter their offices with—about half a dozen core journals. They want first crack at the hottest papers before the competition gets to them, and while libraries subscribe to the same journals the copies could be missing, loaned out, or damaged. But what if those journals were available through the researcher's desktop computer, which could scan not just six but hundreds of journals and automatically retrieve the relevant articles? And what if those articles were more than just text on a computer screen, but complete copies with detailed graphs and pictures?

That type of library might be haunted more often. And it's virtually here. On 21 April, the Chemistry Online Retrieval Experiment, or CORE, a "virtual" library, premiered at Cornell University. It offers Cornell chemists 20 American Chemical Society (ACS) journals—not abstracts, not text, but entire articles with pictures, tables, graphs, and captions conveniently displayed on office computers. A chemist can type in, say, "temperature, reagent, concentration," and a list of articles appears. A quick click with a mouse on one item and a new window opens with just the graph he or she needs from *Analytical Chemistry*.

KEN ANDREYO/CARNEGIE MELLON

Picture this. A researcher peruses a journal formed electronically in Carnegie-Mellon University's virtual library project.

The CORE project is only one of several new virtual library programs. Others are under way at Carnegie-Mellon University (CMU), the Naval Research Laboratory, and Columbia University. To make the virtual into reality, engineers and programmers have surmounted one major obstacle: designing systems capable of handling the huge volume of graphic material—charts, tables, pictures of gels—that is an essential part of an average scientific journal. But whether those systems are fast enough to be easy to use, whether directed electronic searches will rob science of spontaneous discoveries gleaned from literature browsing, and whether journal publishers will adapt to systems that could eat into some profits, remains to be seen.

CORE, the most advanced of the current wave of virtual library projects, is a joint venture involving Cornell, ACS, Bellcore, and a database searching service called the Online Computer Library Center (OCLC). CORE currently contains ACS journals from January 1991 through September 1992; that's approximately 20,000 articles, or 142,000 pages. The collection eventually will go back to 1980 for most journals, and would otherwise take up more than 600 feet of shelf space. Getting that mass of data online in a form that's easy to use means some extreme complexity behind the screens. The journals are produced by the publisher with software that sets the appearance of the printed page. That raw data—formatting codes and text and tables and small graphics—is recoded so it can be displayed on a desktop monitor and then sent to the library. There, a user works with a graphical, Windows-like interface developed by Bellcore to activate OCLC's search program, which scans the data for key words a user types in using familiar "and-or" search strings. A list of matching articles pops up in a window, the user chooses a title, and images of the article appear on the screen.

Since detailed graphics take up huge amounts of memory, at CORE they are scanned in separately and kept as compressed data files on optical storage disks in a mechanical "jukebox." The disks can be flipped through and their images called to the screen at the click of a screen button. The Cornell chemists' window into this virtual world is a Unix workstation or a Mac IIci with MacX software, Ethernet cards, 5-6 Megabytes RAM for System 7, and at least a 68030 processor.

What excites the average user, however, is not the gadgetry but the newfound ability to get the big picture. "It's like having *Chemical Abstracts*, except you get the whole paper," says Cornell theoretical chemist William Shirley. And being able to get the whole paper online could revolutionize the way scientists keep up with the literature. Keeping up is, after all, the reason "most faculty subscribe to five or six core journals personally. That way they know that nothing in those will slip by them," says Jan Olsen, the Cornell library director. "But CORE will bring a journal to them when they want it, where they want it, and as often as they want it, whether or not someone else is using it. They will tell the computer to 'search this' and the computer does it very rapidly. It's a better job of keeping up than they can do if they have to physically eyeball all the literature every time they want something."

One Cornell graduate student grateful for less wear and tear on her eyes is Kimberly Lawler, who was thinking about doing a study on carbonyl coupling. Not knowing precisely where to look, Lawler used her CORE training session to search for "McMurry reaction," "carbonyl," and other terms and came up with a full screen of references. "You can do it in your office and see if it's right for you," she says.

Lawler's endorsement is not wholehearted, however. "Big articles online are a pain because it's harder to flip through the pages," she says. It's true that new pages in an article don't spring to the screen instantaneously, like turning the pages of a book The mechanical jukebox that holds the complete images slows things down while it flips to the proper disk, and optical drives are inherently slower than magnetic drives It also takes time for stored images to be decompressed and transmitted across the network. All in all, a new page can take several seconds to appear while the researcher fidgets in his or her seat.

Speed will doubtless improve with better hardware, as it has throughout the history of computers. Other aspects of CORE might prove more troublesome. The efficient search routines, for instance, might cut down on scientific serendipity. "[Scientists] often approach the literature with no specific idea in mind," Olsen says. "They are not looking for a particular author or title, or compound or concept; they are simply looking for an intellectual adventure. It stimulates ideas, research paths, that are completely unpredictable to them. You can't do that as well with the electronic text. I think this will get them frustrated."

Not everyone agrees with this, and some scientists discount it entirely. It is possible after all, to browse whole issues electronically by assembling a Table of Contents from an issue date. A mouse click on a line wi bring up the article. "You can browse th system just like the printed page," says Ric

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ard Entlich, senior systems analyst. "Searching is actually very visual."

You can also print out what you've found. That may be nice for the scientist but it is one aspect of virtual libraries that makes publishers quite nervous. They worry about bootleg journal copies cutting into their circulation rates, and they're not sure how libraries will keep these virtual journals from becoming part of a pirate publishing industry.

Those issues are of particular concern at the Cornell project, which is being carried out in concert with ACS, the journals' publisher. The same situation applies to another online library project called TULIP, or The University Licensing Program, which is taking shape with the help of the journal publisher Elsevier. TULIP is furthest along at CMU, where researchers have access to seven Elsevier artificial intelligence journals plus the *IEEE Computer Journal* and CMU computer science monographs.

Cornell, CMU, and other institutions are considering several different ways to protect the rights of the journal publishers. Restricting laser printing of journals within the institution by proper authorization and validation (computer IDs or library card) may be one way to solve the problem. And some pay-for-use systems will probably emerge, especially if the library offers access to journals to which it doesn't already have a subscription.

Printing out articles means one other thing: Virtual libraries won't, alas, eliminate the cluttered office. "We do not have strong evidence that people want to leave their hard copies," says CMU's head librarian Charles Lowry. "You put up a Novell token ring and what do people do? They print out their e-mail!"

Nobody really knows for sure how people are going to respond to online reading until the systems are up and running for some time. Users may go to reading off the screen, or they may print and then read. It's hard to resist having something to hold in your hands—just ask Cornell's Entlich. Searching his desk for handouts, he throws up his hands and exclaims, "In the midst of an electronic library project, I'm buried in paper!"

–Larry Krumenaker

Larry Krumenaker is a science writer based in New Jersey.

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CIJE MONTHLY REPORT - MAR93 I CIJE1 ***13:53:09 03 FEB 1993 PAGE NO 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	85	19	4	237
CG	133	15	0	414
CS	130	17	8	401
EA	70	7	1	296
EC	125	17	0	454
FL	68	9	7	240
HE	145	23	0	270
IR	152	32	8	509
JC	28	3	0	76
PS	85	8	0	173
RC	28	7	5	109
SE	142	16	16	327
SO	100	19	0	330
SP	50	7	5	181
TM	88	11	5	229
UD	55	12	2	135
Grand Totals	1484	222	61	4381

CIJE MONTHLY REPORT - APR93 I CIJE2 ***17:49:46 10 MAR 1993 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	131	28	10	368
CG	105	11	0	519
CS	153	20	3	554
EA	97	8	15	393
EC	103	15	0	557
FL	64	11	0	304
HE	56	11	0	326
IR	203	31	0	712
JC	26	3	0	102
PS	68	6	1	241
RC	30	5	4	139
SE	139	16	37	466
SO	25	4	0	355
SP	62	8	0	243
TM	36	7	1	265
UD	73	15	4	208
Grand Totals	1371	199	75	5752

CIJE MONTHLY REPORT - MAY93 I CIJE1 ***17 13 50 31 MAR 1993 PAGE NO 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	64	15	6	432
CG	161	16	0	680
CS	135	18	0	639
EA	73	9	0	466
EC	162	18	0	719
FL	69	10	3	373
HE	160	19	8	486
IR	119	22	9	831
JC	22	4	0	124
PS	80	10	0	321
RC	36	4	18	175
SE	85	12	1	551
SO	99	17	5	454
SP	65	8	6	308
TM	35	3	0	300
UD	51	8	2	259
Grand Totals	1416	193	58	7168

CIJE MONTHLY REPORT - JUN93 I CIJE2 ***10:31:06 26 APR 1993 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	136	25	10	568
CG	200	21	0	880
CS	147	19	27	836
EA	179	20	0	645
EC	196	24	1	915
FL	78	13	2	451
HE	179	22	0	665
IR	201	43	7	1032
JC	48	5	0	172
PS	65	8	0	386
RC	38	7	3	213
SE	167	17	25	718
SO	125	24	0	579
SP	69	12	3	377
TM	68	8	1	368
UD	52	11	3	311
Grand Totals	1948	279	82	9116

Attachment 40-3

CIJE MONTHLY REPORT - JUL93 I CIJE1 ***15:25:57 02 JUL 1993 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	208	35	26	776
CG	243	25	0	1123
CS	221	25	0	1057
EA	126	12	14	771
EC	175	23	0	1090
FL	130	20	6	591
HE	79	13	0	744
IR	189	32	0	1221
JC	38	5	0	210
PS	104	9	0	490
RC	64	10	9	277
SE	73	7	12	791
SO	100	17	0	679
SP	106	20	2	483
TM	100	15	0	468
UD	80	16	9	391
Grand Totals	2036	284	78	11152

CIJE MONTHLY REPORT - AUG93 CIJE_2 ***

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	142	26	19	918
CG	60	6	0	1183
CS	149	13	20	1206
EA	106	10	0	877
EC	137	15	0	1227
FL	94	9	0	675
HE	108	17	0	852
IR	182	33	0	1403
JC	27	4	0	237
PS	51	7	0	541
RC	36	4	9	313
SE	16	2	0	807
SO	75	10	0	754
SP	85	15	11	568
TM	20	3	2	488
UD	30	7	4	421
Grand Totals	1318	181	65	12470

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CIJE MONTHLY REPORT - SEP93 CIJE_1 ***

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	147	29	5	1065
CG	33	3	0	1216
CS	185	25	17	1391
EA	94	8	9	971
EC	128	17	0	1355
FL	93	9	0	768
HE	112	23	5	964
IR	142	27	0	1545
JC	29	3	0	266
PS	58	5	8	599
RC	60	5	11	373
SE	106	11	10	913
SO	100	10	0	854
SP	78	15	2	646
TM	66	9	0	554
UD	70	7	29	491
Grand Totals	1501	206	96	13971

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ORYX

January 15, 1993

CIJE SOURCE JOURNAL INDEX UPDATE
FOR MAR93

Additions

HE	Black Issues in Higher Education Journal of Computing in Higher Education

February 12, 1993

CIJE SOURCE JOURNAL INDEX UPDATE
FOR APR93

Additions

EA	Journal of Management Education Journal of Planning Education and Research
SE	Alternatives AWIS Magazine Focus International Review of Education New Ground Earth
TM	Psychological Assessment

Deletions

CE	Journal of Continuing Education in Nursing Wisconsin Vocational Educator
EA	Curriculum and Teaching
FL	Babel: International Journal of Translation
RC	Journal of Rural and Small Schools

Name Changes

CS	Writing Notebook: Creative Word Processing in the Classroom to Writing Notebook: Visions for Learning
FL	Language and Education: An International Journal to Language and Education Unterrichtspraxis/Teaching German to Unterrichtspraxis

IR Instruction Delivery Systems to Journal of Instruction Delivery Systems

International Library Review to International Information and Library Review

RC NABE: The Journal of the National Association for Bilingual Education to Bilingual Research Journal: The Journal of the National Association for Bilingual Education

SO Chinese Education: A Journal of Translations to Chinese Education & Society

Histort and Social Science Teacher to Chanadian Social Studies

SP Eta Sigma Gamman to Health Educator

March 11, 1993

CIJE SOURCE JOURNAL INDEX UPDATE
FOR MAY93

Additions

FL IDEAL

April 13, 1993

CIJE SOURCE JOURNAL INDEX UPDATE
FOR JUN93

Additions

FL English Teachers' Journal: Israel

Language

Name Changes

HE AGB Reports to Trusteeship

JC Community/Junior College Quarterly of Research and Practice to Community College Journal of Research and Practice

Community, Technical, and Junior College Journal to Community College Journal

May 11, 1993

CIJE SOURCE JOURNAL INDEX UPDATE FOR JUL93

Additions

FL	Australian Review of Applied Linguistics

June 22, 1993

CIJE SOURCE JOURNAL INDEX UPDATE FOR AUG93

Additions

EA	West's Education Law Quarterly
FL	Guidelines: A Periodical for Classroom Language Teachers
	Journal of Chinese Linguistics
	Journal of East Asian Linguistics
	Language Acquisition: A Journal of Developmental Linguistics
	Language Awareness
	RELC Journal: A Journal of Language Teaching and Research in Southeast Asia
	Research on Language and Social Interaction
IR	Journal of Visual Literacy
SE	AMATYC Review
	Australian Journal of Environmental Education
	Clearing
	For the Learning of Mathematics
	Journal of Computer Science Education
	Journal of Environmental Health

Journal of Science Math Education in Southeast Asia

Mathematics Education Research Journal

National Parks

Ohio Journal of School Mathematics

Physics Education (India)

Population Research and Policy Review

Research Recycling

Sierra

Smithsonian

World Watch

Deletions

EA	Journal of Management Education
IR	Information Management Review
SE	Engineering Education
	Environmental Ethics
	Mathematics and Computer Education
	Mathematics Magazine
	Nature
UD	Journal of Ethnic Studies

Name Changes

IR	Canadian Library Journal to Canadian Journal of Information and Library Science
	Electronic Networking: Research, Applications and Policy to Internet Research
UD	Equity and Excellence to Equity and Excellence in Education

July 27, 1993

CIJE SOURCE JOURNAL INDEX UPDATE FOR SEP93

Additions

CE Advancing the Consumer Interest

Career Planning and Adult Development Journal

Harvard Business Review

Human Resource Development Quarterly

Journal of Adult Education

Research in Distance Education

Secretary

EA Educational Management and Administration

Deletions

CE Journal of Industry-Education Cooperation

Life and Education in Finland

Coverage Changes

From EC
to CS Reading and Writing Quarterly: Overcoming Learning Difficulties

The Oryx Press An Arizona Corporation 4041 North Central at Indian School Road
Phoenix, AZ 85012 602-265-2651 FAX 602-265-6250

ERIC
erated by
DOCUMENT REPRODUCTION SERVICE
CINCINNATI BELL INFORMATION SYSTEMS INC.

CBIS FEDERAL INC.
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852
(800) 443-ERIC · (703) 440-1400
FAX (703) 440-1408

MEMORANDUM

To: All Standing Order Customers
From: Peter M. Dagutis, Director
Date: January 29, 1993
Subject: Subscription Updates

Dagutis

JANUARY 1993 ISSUE:

We are pleased to provide you with the enclosed shipment of the January 1993 issue of Resources in Education (RIE) microfiche. In addition, we will send the February 1993 issue in late February.

DOMESTIC TAX ISSUES:

CBIS began collecting sales tax with the December issue for the following states:

Alabama
Arizona
California
Colorado
Dist. of Columbia
Florida
Georgia
Illinois
Kentucky
Louisiana
Massachusetts
Maryland
Missouri
New Jersey
New York
Ohio
Pennsylvania
Texas
Utah
Virginia
Washington

If your organization is tax exempt and you were charged sales tax with the December issue, please send us a copy of your tax exemption certificate **immediately**. Without this information, we are required to charge you sales tax.

PRICES:

New prices have gone into effect with this issue. The new price for silver will be $.235 per microfiche and the new price for diazo will be $.110.

UPS RATES:

UPS informed CBIS of their rate increases effective February 15. Domestic ground rate changes for commerical deliveries will result in an increase of 3.8% and these new rates will go into effect with the February issue.

QUESTIONS OR COMMENTS:

Should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

CBIS FEDERAL/EDRS
7420 FULLERTON ROAD
SUITE 110
SPRINGFIELD VA 22153-2852

PACKING LIST

JANUARY 1993 RIE MICROFICHE ISSUE

Sold To: US Dept Of Education
ERIC Program, OERI
555 New Jersey Ave., NW
Washington, DC
20208

Ship To: ERIC Facility (#2)
ARC Prof Services Group
1301 Piccard
3rd Floor
Rockville, MD
20850-4305

NUMBER: 193-13

SHIP DATE: 1/29/93

CUSTOMER ID:

PURCHASE ORDER NUMBER:
SHIP VIA: UPS ZONE 2

ITEM IDENTIFICATION AND DESCRIPTION:	QUANTITY ORDERED:
ERIC RESOURCES IN EDUCATION (RIE) MICROFICHE, JANUARY 1993 ISSUE. ED 348 466 - ED 349 371 (906 TITLES) 1262 TOTAL MICROFICHE.	1

PLEASE ADDRESS COMMENTS AND QUESTIONS TO:

CBIS
7420 FULLERTON ROAD
SUITE 110
SPRINGFIELD, VA 22153-2852

PHONE: 1-800-443-3742 OR (703) 440-1400
FAX: (703) 440-1408

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YOUR INVOICE OR STATEMENT WILL BE SENT SEPARATELY.

FEDERAL ID NUMBER: 54-1101523

MEMORANDUM

To: All Standing Order Customers
From: Peter M. Dagutis, Director
Date: February 26, 1993
Subject: Subscription Updates

Peter M Dagutis

FEBRUARY 1993 ISSUE:

We are pleased to provide you with the enclosed shipment of the February 1993 issue of Resources in Education (RIE) microfiche. In addition, we will send the March 1993 issue in late March.

POST ISSUE REMAKES:

The following post issue remakes from the January 1993 are included within this shipment:

ED 349 027	1 of 2, 2 of 2
ED 349 130	2 of 3
ED 349 359	1 of 1

UPS RATES:

In our last letter, we informed you that UPS rates were increasing on February 15, 1993. Domestic ground rate changes for commerical deliveries have resulted in an increase of 3.8% and these new rates are now in effect.

PAYMENT TERMS:

This serves as a reminder that for those customers who have not established a prepaid Standing Order account, our payment terms are net 30 days from the invoice date. Although we understand that many institutions have difficulty complying with these terms, if payment is not received within 90 days, further shipments will be held until payment is received. A more detailed explanation of this policy will be included with each customer's invoice or statement.

QUESTIONS OR COMMENTS:

Should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

CBIS FEDERAL/EDRS
7420 FULLERTON ROAD
SUITE 110
SPRINGFIELD VA 22153-2852

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PACKING LIST
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FEBUARY 1993 RIE MICROFICHE ISSUE

Sold To: US Dept Of Education
ERIC Program, OERI
555 New Jersey Ave., NW
Washington, DC
20208

Ship To: ERIC Facility (#2)
ARC Prof Services Group
1301 Piccard
3rd Floor
Rockville, MD
20850-4305

NUMBER: 293-13

SHIP DATE: 2/26/93

CUSTOMER ID:

PURCHASE ORDER NUMBER:
SHIP VIA: UPS ZONE 2

ITEM IDENTIFICATION AND DESCRIPTION:	QUANTITY ORDERED:
ERIC RESOURCES IN EDUCATION (RIE) MICROFICHE, FEBUARY 1993 ISSUE. ED 349 372 - ED 350 380 (1009 TITLES) 1530 TOTAL MICROFICHE.	1

PLEASE ADDRESS COMMENTS AND QUESTIONS TO:

CBIS
7420 FULLERTON ROAD
SUITE 110
SPRINGFIELD, VA 22153-2852

PHONE: 1-800-443-3742 OR (703) 440-1400
FAX: (703) 440-1408

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FEDERAL ID NUMBER: 54-1101523

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CBIS FEDERAL INC.
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Springfield, Virginia 22153-2852
(800) 443-ERIC · (703) 440-1400
FAX (703) 440-1408

MEMORANDUM

To: All Standing Order Customers
From: Peter M. Dagutis, Director
Dagutis
Date: March 31, 1993
Subject: Subscription Updates

MARCH 1993 ISSUE:

We are pleased to provide you with the enclosed shipment of the March 1993 issue of Resources in Education (RIE) microfiche. In addition, we will send the April 1993 issue in late April.

POST ISSUE REMAKES:

The following post issue remakes from the February 1993 issue are included within this shipment:

ED 350 227
ED 350 108

1992 CUMULATIVE INDEX:

The 1992 cumulative microfiche index is currently in process and we expect to ship the index with the April 1993 issue.

QUESTIONS OR COMMENTS:

Should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

ERIC
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Springfield, Virginia 22153-2852
(800) 443-ERIC · (703) 440-1400
FAX (703) 440-1408

MEMORANDUM

To: All Standing Order Customers
From: Peter M. Dagutis, Director Dagutis
Date: April 30, 1993
Subject: Subscription Updates

APRIL 1993 ISSUE:

We are pleased to provide you with the enclosed shipment of the April 1993 issue of Resources in Education (RIE) microfiche. In addition, we will send the May 1993 issue in late May.

1992 CUMULATIVE INDEX:

The 1992 cumulative microfiche index is currently in process and we expect to ship the index with the May 1993 issue.

QUESTIONS OR COMMENTS:

Should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

CBIS FEDERAL/EDRS
7420 FULLERTON ROAD
SUITE 110
SPRINGFIELD VA 22153-2852

PACKING LIST

MARCH 1993 RIE MICROFICHE ISSUE

Sold To: US Dept Of Education
ERIC Program, OERI
555 New Jersey Ave., NW
Washington, DC
20208

Ship To: ERIC Facility (#2)
ARC Prof Services Group
1301 Piccard
3rd Floor
Rockville, MD
20850-4305

NUMBER: 393-13

SHIP DATE: 3/31/93

CUSTOMER ID:

PURCHASE ORDER NUMBER:
SHIP VIA: UPS ZONE 2

ITEM IDENTIFICATION AND DESCRIPTION:	QUANTITY ORDERED:
ERIC RESOURCES IN EDUCATION (RIE) MICROFICHE, MARCH 1993 ISSUE. ED 350 381 - ED 351 435 (1055 TITLES) 1422 TOTAL MICROFICHE.	1

PLEASE ADDRESS COMMENTS AND QUESTIONS TO:

CBIS
7420 FULLERTON ROAD
SUITE 110
SPRINGFIELD, VA 22153-2852

PHONE: 1-800-443-3742 OR (703) 440-1400
FAX: (703) 440-1408

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FEDERAL ID NUMBER: 54-1101523

CBIS FEDERAL/EDRS
7420 FULLERTON ROAD
SUITE 110
SPRINGFIELD VA 22153-2852

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* PACKING LIST *
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APRIL 1993 RIE MICROFICHE ISSUE

Sold To: US Dept Of Education
ERIC Program, OERI
555 New Jersey Ave., NW
Washington, DC
20208

Ship To: ERIC Facility (#2)
ARC Prof Services Group
1301 Piccard
3rd Floor
Rockville, MD
20850-4305

NUMBER: 493-13

SHIP DATE: 4/28/93

CUSTOMER ID:

PURCHASE ORDER NUMBER:
SHIP VIA: UPS ZONE 2

ITEM IDENTIFICATION AND DESCRIPTION:	QUANTITY ORDERED:
ERIC RESOURCES IN EDUCATION (RIE) MICROFICHE, APRIL 1993 ISSUE. ED 351 436 - ED 352 436 (1001 TITLES) 1380 TOTAL MICROFICHE.	1

PLEASE ADDRESS COMMENTS AND QUESTIONS TO:

CBIS
7420 FULLERTON ROAD
SUITE 110
SPRINGFIELD, VA 22153-2852

PHONE: 1-800-443-3742 OR (703) 440-1400
FAX: (703) 440-1408

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FEDERAL ID NUMBER: 54-1101523

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(800) 443-ERIC · (703) 440-1400
FAX (703) 440-1408

MEMORANDUM

To: All Standing Order Customers

From: Peter M. Dagutis, Director Dagutis

Date: May 26, 1993

Subject: Subscription Updates

MAY 1993 ISSUE:

We are pleased to provide you with the enclosed shipment of the May 1993 issue of Resources in Education (RIE) microfiche. Included with this shipment is the 1966-1992 cumulative microfiche index and the 1992 Annual Index. This index is part of your subscription to the RIE microfiche and is a contractual requirement with the Department of Education.

The June 1993 issue is in production and will be shipped in late June.

CALIFORNIA TAX:

Due to the passage of a new California State tax law regarding subscriptions, we are no longer required to collect applicable state and local sales taxes for the monthly collections of RIE microfiche.

More information on this development will be forthcoming.

QUESTIONS OR COMMENTS:

Should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

CBIS FEDERAL/EDRS
7420 FULLERTON ROAD
SUITE 110
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MAY 1993 RIE MICROFICHE ISSUE

Sold To: US Dept Of Education
ERIC Program, OERI
555 New Jersey Ave., NW
Washington, DC
20208

Ship To: ERIC Facility (#2)
ARC Prof Services Group
1301 Piccard
3rd Floor
Rockville, MD
20850-4305

NUMBER: 593-19

SHIP DATE: 5/26/93

CUSTOMER ID:

PURCHASE ORDER NUMBER:
SHIP VIA: UPS ZONE 2

ITEM IDENTIFICATION AND DESCRIPTION:	QUANTITY ORDERED:
1992 ANNUAL INDEX AND 1966-1992 CUMULATIVE INDEX (DIAZO) 513 TOTAL MICROFICHE.	1
ERIC RESOURCES IN EDUCATION (RIE) MICROFICHE, MAY 1993 ISSUE. ED 352 437 - ED 353 358 (922 TITLES) 1253 TOTAL MICROFICHE.	1

PLEASE ADDRESS COMMENTS AND QUESTIONS TO:

CBIS
7420 FULLERTON ROAD
SUITE 110
SPRINGFIELD, VA 22153-2852

PHONE: 1-800-443-3742 OR (703) 440-1400
FAX: (703) 440-1408

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FEDERAL ID NUMBER: 54-1101523

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7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852
(800) 443-ERIC · (703) 440-1400
FAX (703) 440-1408

MEMORANDUM

To: All Standing Order Customers

From: Peter M. Dagutis, Director

Date: June 28, 1993

Subject: Subscription Updates

JUNE 1993 ISSUE:

We are pleased to provide you with the enclosed shipment of the June 1993 issue of Resources in Education (RIE) microfiche.

The monthly COM version of the RIE index contains a new index section, Publication Type. This index section is arranged in alphabetical order by document title within the publication type code assigned. This new index section will be a permanent addition to the monthly COM index.

The July 1993 issue is in production and will be shipped in late July.

POST ISSUE REMAKES

The following post issue remakes are included with this shipment:

ED 346 033   1 of 1

1966-1992 Cumulative Subject Index
    Fiche 0007
    Fiche 0008

CALIFORNIA TAX:

As stated in last months memo, CBIS will not be collecting state and local taxes on your microfiche subscriptions. During the months of July and August, refund checks and credits will be issued to those institutions that have paid the sales tax or have been charged the sales tax on their invoices.

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7420 FULLERTON ROAD
SUITE 110
SPRINGFIELD VA 22153-2852

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JUNE 1993 RIE MICROFICHE ISSUE

Sold To:
US Dept Of Education
ERIC Program, OERI
555 New Jersey Ave., NW
Washington, DC
20208

Ship To:
ERIC Facility (#2)
ARC Prof Services Group
1301 Piccard
3rd Floor
Rockville, MD
20850-4305

NUMBER: 693-19

SHIP DATE: 6/30/93

PURCHASE ORDER NUMBER:
SHIP VIA: UPS ZONE 2

CUSTOMER ID:

ITEM IDENTIFICATION AND DESCRIPTION:	QUANTITY ORDERED:
ERIC RESOURCES IN EDUCATION (RIE) MICROFICHE, JUNE 1993 ISSUE. ED 353 359 - ED 354 296 (938 TITLES) 1401 TOTAL MICROFICHE.	1

PLEASE ADDRESS COMMENTS AND QUESTIONS TO:

CBIS
7420 FULLERTON ROAD
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SPRINGFIELD, VA 22153-2852

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Springfield, Virginia 22153-2852
(800) 443-ERIC · (703) 440-1400
FAX (703) 440-1408

MEMORANDUM

To: All Standing Order Customers

From: Peter M. Dagutis, Director Dagutis

Date: July 30, 1993

Subject: Subscription Updates

JULY 1993 ISSUE:

We are pleased to provide you with the enclosed shipment of the July 1993 issue of Resources in Education (RIE) microfiche.

The August 1993 issue is in production and will begin shipping at the end of August.

POST ISSUE REMAKES

The following post issue remakes are included with this shipment:

ED 354 077	2 of 2

ADDRESS REMINDER:

We want to remind you that EDRS/CBIS Federal is the Sole Source Provider for ERIC RIE. Orders and correspondence is still being sent to the former provider (CMC). This causes delays in the processing of your order. Please inform all appropriate departments and personnel of this matter. The correct address is:

EDRS/CBIS FEDERAL INC.
7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852

(800) 443-ERIC or (703) 440-1400
FAX (703)-440-1408

QUESTIONS OR COMMENTS:

Should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

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7420 FULLERTON ROAD
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SPRINGFIELD VA 22153-2852

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JULY 1993 RIE MICROFICHE ISSUE

Sold To: US Dept Of Education
ERIC Program, OERI
555 New Jersey Ave., NW
Washington, DC
20208

Ship To: ERIC Facility (#2)
ARC Prof Services Group
1301 Piccard
3rd Floor
Rockville, MD
20850-4305

NUMBER: 793-19

SHIP DATE: 7/30/93

CUSTOMER ID:

PURCHASE ORDER NUMBER:
SHIP VIA: UPS ZONE 2

ITEM IDENTIFICATION AND DESCRIPTION:	QUANTITY ORDERED:
ERIC RESOURCES IN EDUCATION (RIE) MICROFICHE, JULY 1993 ISSUE. ED 354 297 - ED 355 330 (1034 TITLES) 1439 TOTAL MICROFICHE.	1

PLEASE ADDRESS COMMENTS AND QUESTIONS TO:

CBIS
7420 FULLERTON ROAD
SUITE 110
SPRINGFIELD, VA 22153-2852

PHONE: 1-800-443-3742 OR (703) 440-1400
FAX: (703) 440-1408

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FEDERAL ID NUMBER: 54-1101523

ERIC Acquisitions Arrangement List
Supplement, August 1993

NOTE: Underlining indicates changes to an existing entry.

Association for the Care of Children's Health
Bethesda, MD 20814
CONTACT: Holly McRea, Publications Coordinator
CH: EC START DATE: 93
LEVEL: 1 AUTHORIZER: H. McRea
NOTE: Blanket
SEND MF TO: Organization Contact

Ball-Stick-Bird Publications
Stony Brook, NY 11790
CONTACT: Renee Fuller, President
CH: EC START DATE: 92
LEVEL: 1 AUTHORIZER: R. Fuller
NOTE: Blanket for Ball-Stick-Bird reading series & "Story as the Engram"
SEND MF TO: Organization Contact

Cato Institute
Washington, DC 20001-5403
CH: UD START DATE: 93
LEVEL: 1 AUTHORIZER: G. F. Taylor
NOTE: Blanket
SEND MF TO: Contributor/Author

CETA Corporation
Columbus, OH 43220
CH: CE START DATE: 93
LEVEL: 2* AUTHORIZER: H. Drier
NOTE: Blanket for Equity & Guidance series
SEND MF TO: Contributor/Author

Chinese University of Hong Kong
English Dept.
Shatin
HONG KONG
CONTACT: Gladys Tang, Editor
CH: FL START DATE: 93
LEVEL: 1 AUTHORIZER: G. Tang
NOTE: Blanket for all issues of CUHK Papers in Linguistics
SEND MF TO: Organization Contact

Connecticut State Dept. of Education
Bureau of Special Education & Pupil Services
Middletown, CT 06457-1543
CONTACT: Tom B. Gillung, Bureau Chief
CH: EC START DATE: 78
LEVEL: 1 AUTHORIZER: T. B. Gillung
NOTE: Blanket, automatic, scope. Formerly: Bureau of Special Educational Services
SEND MF TO: Organization Contact

Council for National Academic Awards
London WC1X 8BP
ENGLAND
CH: HE
NOTE: delete

Creative Concepts Unlimited
Missouri City, TX 77489
CH: CE START DATE: 93
LEVEL: 1 AUTHORIZER: S. R. Cornell
NOTE: Blanket for selected publications
SEND MF TO: Contributor/Author

Effective Schools Products, Ltd.
Okemos, MI 48864
CONTACT: Ruth A. Lezotte, President
CH: EA START DATE: 93
LEVEL: 2* AUTHORIZER: R. A. Lezotte
NOTE: Blanket
SEND MF TO: Organization Contact

Exploratorium
San Francisco, CA 94123
CONTACT: Kurt E. Feichtmeir, General Manager Consumer Products
CH: SE START DATE: 93
LEVEL: 3 AUTHORIZER: K. E. Feichtmeir
NOTE: Blanket
SEND MF TO: Organization Contact

Florida State Dept. of Education
Bureau of Education for Exceptional Students
Clearinghouse/Information Center
Tallahassee, FL 32399-0400
CONTACT: Arlene M. Duncan, Prog. Spec. Supervisor
CH: EC START DATE: 83
LEVEL: 1 AUTHORIZER: A. M. Duncan
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

Florida State Dept. of Education
Div. of Vocational, Adult & Community Education
Bureau of Career Development & Educational Improvement
Tallahassee, FL 32399-0400
CONTACT: Linda Meadows, Program Specialist
CH: CE START DATE: 93
LEVEL: 2 AUTHORIZER: L. Meadows
NOTE: Blanket for submitted publications
SEND MF TO: Organization Contact

Hispanic American Council
Kalamazoo, MI 49007
CONTACT: Jorge J. Ruano, Executive Director
CH: LE START DATE: 93
LEVEL: 1 AUTHORIZER: J. J. Ruano
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

Inclusion Press
Toronto, Ontario M6H 2S5
CANADA
CONTACT: Jack Pearpoint, President
CH: EC START DATE: 93
LEVEL: 1 AUTHORIZER: J. Pearpoint
NOTE: Blanket for "The Inclusion Papers"
& other books by the Press
SEND MF TO: Organization Contact

Inter Nationes
D-53137 Bonn
GERMANY
CH: CE START DATE: 83
LEVEL: 1 AUTHORIZER: K. Stahl
NOTE: Blanket, scope
SEND MF TO: Contributor/Author

International Reading Association
Languages & Linguistics
Newark, DE 19714
CONTACT: Janet R. Binkley, Managing Ed., Journals
CH: FL START DATE: 93
LEVEL: 1 AUTHORIZER: J. R. Binkley
NOTE: Blanket for "Lectura y Vida"
SEND MF TO: Organization Contact

Keio University
Institute of Cultural & Linguistic Studies
Tokyo 108
JAPAN
CONTACT: Yukio Otsu, Associate Professor
CH: FL START DATE: 93
LEVEL: 1 AUTHORIZER: Y. Otsu
NOTE: Blanket for MITA Working Papers in
Psycholinguistics
SEND MF TO: Organization Contact

Language Institute of Japan
Asia Center
Odawara 250
JAPAN
CH: FL START DATE: 79
LEVEL: 1 AUTHORIZER: T. Clayton
NOTE: Blanket for "Crosscurrents",
automatic, cite availability
SEND MF TO: Contributor/Author

Macquarie University
Special Education Centre
North Ryde, NSW 2109
AUSTRALIA
CONTACT: Trevor R. Parmenter, Fellow
CH: EC START DATE: 93
LEVEL: 1 AUTHORIZER: T. R. Parmenter
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

Massachusetts State Dept. of Education
Malden, MA 02148-5023
EFAA: 147 START DATE: 80
LEVEL: 1 AUTHORIZER: H. Raynolds, Jr.
NOTE: Blanket
SEND MF TO: Contributor/Author

NOTE: This address change pertains to all listed
agencies of the Massachusetts Dept. of Education.

Missouri University-Columbia
Instructional Materials Laboratory
Columbia, MO 65211
CH: CE START DATE: 89
LEVEL: 2 AUTHORIZER: H. Schlichting
NOTE: Blanket
SEND MF TO: Contributor/Author

National Association of State Directors of Special Education
Alexandria, VA 22314
CONTACT: Martha J. Fields, Executive Director
CH: EC START DATE: 78
LEVEL: 2* AUTHORIZER: M. J. Fields
NOTE: Blanket, automatic. Federally Funded Docs.-Level 1
SEND MF TO: Organization Contact
CONFERENCE PAPERS: Acquired

National Center for Learning Disabilities
New York, NY 10016
CONTACT: Shirley Cramer, Executive Director
CH: EC START DATE: 93
LEVEL: 1 AUTHORIZER: S. Cramer
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

National Educational Service
Bloomington, IN 47404
CH: EA START DATE: 93
LEVEL: 2* AUTHORIZER: N. Shin
NOTE: Blanket
SEND MF TO: Contributor/Author

Nebraska State Dept. of Education
Lincoln, NE 68509-4987
EFAA: 186 START DATE: 79
LEVEL: 1 AUTHORIZER: J. E. Lutjeharms
NOTE: Blanket, monitor & request
SEND MF TO: Contributor/Author

New Mexico University
Linguistics Graduate Student Organization
Albuquergue, NM 87131
CONTACT: Teresa M. Meehan, Editor/President
CH: FL START DATE: 93
LEVEL: 1 AUTHORIZER: T. M. Meehan
NOTE: Blanket for Univ. of New Mexico Working
Papers in Linguistics
SEND MF TO: Organization Contact

Ohio Academy of Science
Columbus, OH 43212-2817
CH: SE START DATE: 93
LEVEL: 1 AUTHORIZER: L. E. Elfner
NOTE: Blanket for Ohio Science Workbook
SEND MF TO: Contributor/Author

Oryx Press
Phoenix, AZ 85012-3397
CONTACT: Magon Kinzie
EFAA: 384 START DATE: 93
LEVEL: 3 AUTHORIZER: M. Kinzie
NOTE: Education related books to be announced at Level 3. Please request through the Facility.
SEND MF TO: Organization Contact

Pennsylvania Commission for Community Colleges
Harrisburg, PA 17102
CH: JC START DATE: 93
LEVEL: 1 AUTHORIZER: L. W. Myers
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

Pennsylvania University
Graduate School of Education
Philadelphia, PA 19104
CONTACT: Cheryl Donnelly, Editor
CH: FL START DATE: 93
LEVEL: 1 AUTHORIZER: C. Donnelly
NOTE: Blanket for "Working Papers in Educational Linguistics"
SEND MF TO: Organization Contact

Refugee Women's Alliance
Seattle, WA 98108
CONTACT: Judy de Barros, Director
CH: LE START DATE: 93
LEVEL: 1 AUTHORIZER: J. de Barros
NOTE: Blanket
SEND MF TO: Organization Contact

Southeast Asian Ministers of Education Organization
Regional Language Centre (SEAMEO-RELC)
Singapore 1025
REPUBLIC OF SINGAPORE
CONTACT: John Chow or Yolanda Beh
CH: FL START DATE: 93
LEVEL: 1 AUTHORIZER: S. K. Weng
NOTE: Blanket for all issues of RELC Journal
SEND MF TO: Organization Contact

Speech Communication Association
Annandale, VA 22003
CONTACT: Carolyn Cooke
CH: CS START DATE: 93
LEVEL: 1 AUTHORIZER: V. Cooke
NOTE: Blanket for "Bibliographies in Speech Communication"
SEND MF TO: Organization Contact

Staffordshire Polytechnic University
Dept. of Geography
Stoke-on-Trent, Staffordshire ST4 2DF
UNITED KINGDOM
CONTACT: Colin H. Williams, Editor
CH: FL START DATE: 91
LEVEL: 1 AUTHORIZER: C. Williams
NOTE: Blanket for "Discussion Papers in Linguistics"
SEND MF TO: Organization Contact

State University of New York (SUNY)
Office of the Chancellor
Albany, NY 12246
CH: HE START DATE: 93
LEVEL: 1 AUTHORIZER: S. Wiest
NOTE: Blanket
SEND MF TO: Contributor/Author

Tennessee University
Dept. of Technological & Adult Education
Knoxville, TN 37996-3400
CH: CE START DATE: 93
LEVEL: 1 AUTHORIZER: C. Campbell
NOTE: Blanket
SEND MF TO: Contributor/Author

TESOL
Bilingual Interest Section
Lansing, MI 48906
CONTACT: Elizabeth Leone, Editor
CH: FL START DATE: 92
LEVEL: 1 AUTHORIZER: E. Leone
NOTE: Blanket for "Bilingual Basics"
SEND MF TO: Organization Contact

Toronto University
French Dept.
Toronto, Ontario M5S 1J4
CANADA
CONTACT: Pierre Haillet, Editorial Board V. P.
CH: FL START DATE: 93
LEVEL: 1 AUTHORIZER: P. Haillet
NOTE: Blanket for RELIEF
SEND MF TO: Organization Contact

United Cerebral Palsy Association
The Access Group
Atlanta, GA 30309
CONTACT: Bonnie W. Webb, Project Director
CH: EC START DATE: 93
LEVEL: 1 AUTHORIZER: B. W. Webb
NOTE: Blanket
SEND MF TO: Organization Contact

UNIPUB
Lanham, MD 20703
EFAA: 383 START DATE: 93
LEVEL: 3 AUTHORIZER: F. Zanuttini
NOTE: UNIPUB is the sales office for UNESCO pubs. Request all publications through the Facility.
SEND MF TO: Contributor/Author

University High School
Urbana, IL 61801
CONTACT: Carol A. Bond, Teaching Associate
CH: FL START DATE: 93
LEVEL: 1 AUTHORIZER: C. A. Bond
NOTE: Blanket for "Japanese Language Teachers Network Newsletter"
SEND MF TO: Organization Contact

Western Illinois University
Illinois Institute for *Rural Affairs*
Macomb, IL 61455
CONTACT: Norman Walzer, Director
CH: RC START DATE: 93
LEVEL: 1 AUTHORIZER: N. Walzer
NOTE: Blanket, scope
SEND MF TO: Organization Contact

Western Michigan University
Center for Expansion of Language & Thinking
Kalamazoo, MI 49008-5092
CH: CS START DATE: 93
LEVEL: 1 AUTHORIZER: C. Weaver
NOTE: Blanket for "Language Arts Topics & Educational Issues: Information Sheets"
SEND MF TO: Contributor/Author

Wisconsin University-Stout
Center for Vocational, Technical
& Adult Education
Menomonie, WI 54751
CH: CE START DATE: 80
LEVEL: 1 AUTHORIZER: L. Baldus
NOTE: Blanket for VTAE Staff Development Workshops & Services-Phase II
SEND MF TO: Contributor/Author

EAB ERIC® ADMINISTRATIVE BULLETIN

Volume: 18
Number: 1
Date: May 1994

Educational Resources Information Center, Office of Educational Research and Improvement, Washington, D.C. 20208

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OERI

ERIC Directors Meeting (January 19-21, 1994)

The first ERIC Directors Meeting of 1994 was held at the St. James Hotel in Washington, DC. The agenda is shown as **Attachment 1**. There were numerous changes in the agenda, but the following major themes emerged: AskERIC and its striking success on the Internet; Document full text in electronic form as a future ERIC offering; Continued growth in Adjunct ERIC Clearinghouses; Fixed price contracts and Clearinghouse operational questions pertaining thereto; Questions concerning the adequacy of ERIC's coverage of the education literature (particularly the dynamic journal literature and the newly-added book literature).

Non-ERIC Digests on EDO File

The ERIC Program Office decided at the end of 1993 to open the ERIC Digest Online (EDO) file to Digest-like publications from any source. The ERIC Facility and ACCESS ERIC were asked to work together to identify non-ERIC candidates for the EDO file, to get them processed into the database, and to convert them into electronic full text for input to EDO.

These two Support Contractors, working together, sent out a joint memo in November 1993 to all Clearinghouses, outlining the plan and the Clearinghouse involvement in it. (See **Attachment 2** for a copy of this memo and the Traveler Form to accompany and identify all non-ERIC EDO candidates.) Through March 1994, a total of 45 non-ERIC Digest candidates for EDO have been identified and put in process.

Department of Education Documents in the Federal Depository Library Program (FDLP)

After filming by EDRS, all documents accessioned by ERIC that are produced or sponsored by the U.S. Department of Education are forwarded to the U.S. Government Printing Office (GPO) for inclusion in the *Monthly Catalog of U.S. Government Publications* and in the document distribution program operated by the Federal Depository Library Program (FDLP). This has been useful for ERIC because the entries in the *Monthly Catalog* have included the ED number, thereby strengthening the use of this number in identifying and ordering Department of Education publications.

Unfortunately, the FDLP program has experienced funding problems and has fallen behind. As a result, the Superintendent of Documents sent a letter on December 23, 1993 to OERI requesting financial assistance for the Department of Education component of the FDLP program (see **Attachment 3(A)**). This letter raised many issues which were responded to in a letter from the head of OERI to the Superintendent of Documents on December 21, 1993 (see **Attachment 3(B)**). It was suggested that a meeting be held to resolve the many questions. As of this writing no meeting has yet been scheduled.

ACCESS ERIC

ACCESS ERIC's Host Becomes ESOT

Aspen Systems Corporation, the host organization for ACCESS ERIC, announced in August 1993 that it had been purchased by its employees through a stock ownership plan from its former owner, the Dutch firm Wolters Kluwer, n.v. Shown to the right is the notice to this effect that appeared in the *Montgomery County Journal* (August 1993).

"Know-It-All" Press Kit (in collaboration with EDRS)

The December 1993 issue of *American Libraries* contained a catchy new advertisement for ERIC developed jointly by ACCESS ERIC and EDRS (see **Attachments 4(A) and (B)**). The ad offered to send an ERIC "Know-It-All" kit in response to an 800 number call. The kit contained a variety of information, some pertaining to ACCESS ERIC products and some to EDRS products, as follows:

- AskERIC and Internet access points to the ERIC Database and ERIC Digests Online;
- Topical and subject-specific microfiche collections available from EDRS;

- Access points to ERIC;
- Document ordering from EDRS;
- ACCESS ERIC and EDRS products (*Striving for Excellence*, the 1994 *Conference Calendar*, etc.);
- The *ERIC: In Action* video; and
- ERIC System Directory (addresses, phone numbers, and e-mail addresses for Clearinghouses and other components).

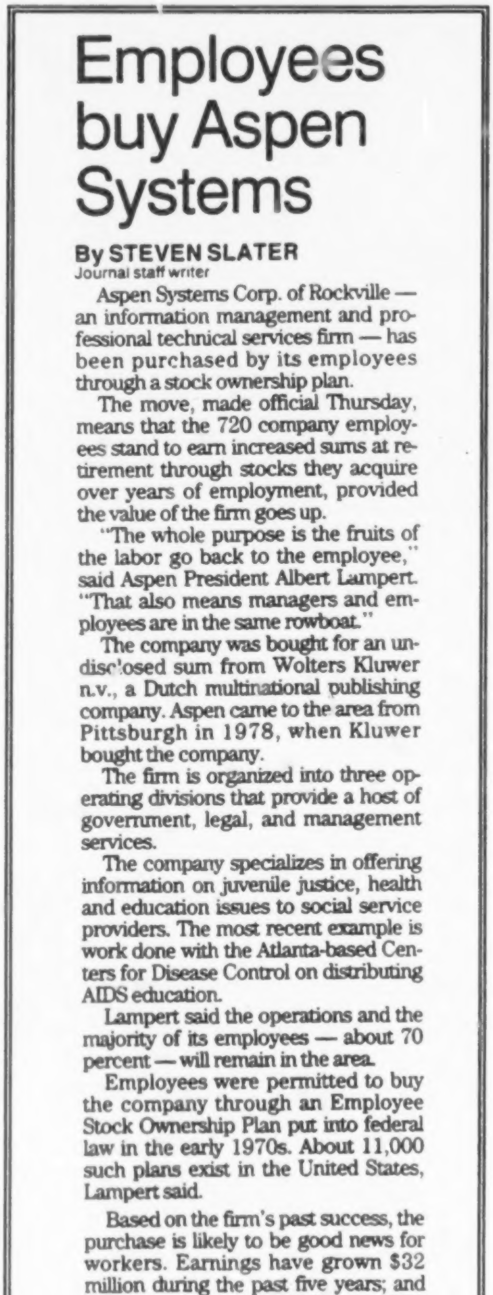
Striving for Excellence: The National Education Goals, 1993

To further assist educators in understanding the National Education Goals and strategies for reaching them, ERIC, assisted by ACCESS ERIC, has published a second volume in the *"Striving for Excellence: The National Education Goals"* series. Volume I was issued in 1991 (see ED-334 713). Volume II was published in October 1993 and was announced in the April 1994 issue of RIE (see ED 363 932). Volume II contains 39 separate ERIC Digests, written by the ERIC Clearinghouses. At 94 pages, it is available from ACCESS ERIC for $8.00. For announcement, see **Attachment 5(A)**; for order form see **Attachment 5(B)**.

Summary of ACCESS ERIC Activities During the Last Six Months (Including Electronic Network Activity)

ACCESS ERIC, like other ERIC components, reports periodically to its Advisory Board and to the ERIC Directors. Those communications are a useful summary of ACCESS ERIC activities during the period of time in question. (For the latest report, see **Attachment 6(A)**).

In addition, because ACCESS ERIC has recently been emphasizing the placement of ERIC data and files on electronic networks, such as America Online (AOL), a separate summary was recently prepared covering this activity (see **Attachment 6(B)**).



Employees buy Aspen Systems

By STEVEN SLATER
Journal staff writer

Aspen Systems Corp. of Rockville — an information management and professional technical services firm — has been purchased by its employees through a stock ownership plan.

The move, made official Thursday, means that the 720 company employees stand to earn increased sums at retirement through stocks they acquire over years of employment, provided the value of the firm goes up.

"The whole purpose is the fruits of the labor go back to the employee," said Aspen President Albert Lampert. "That also means managers and employees are in the same rowboat."

The company was bought for an undisclosed sum from Wolters Kluwer n.v., a Dutch multinational publishing company. Aspen came to the area from Pittsburgh in 1978, when Kluwer bought the company.

The firm is organized into three operating divisions that provide a host of government, legal, and management services.

The company specializes in offering information on juvenile justice, health and education issues to social service providers. The most recent example is work done with the Atlanta-based Centers for Disease Control on distributing AIDS education.

Lampert said the operations and the majority of its employees — about 70 percent — will remain in the area.

Employees were permitted to buy the company through an Employee Stock Ownership Plan put into federal law in the early 1970s. About 11,000 such plans exist in the United States, Lampert said.

Based on the firm's past success, the purchase is likely to be good news for workers. Earnings have grown $32 million during the past five years; and reported sales in 1992 were $60 million.

Directory of ERIC Information Service Providers (1994)

This Directory has become a standard ERIC product and an essential tool for doing ERIC-related user services and reference work. It lists all the major institutions that subscribe to the ERIC microfiche, ERIC tapes, and ERIC abstract journals, or that provide searches of the ERIC database for users. Complete contact point information is provided, including useful details of ERIC materials on site, hours of access, hardware and services available, etc. No other reference tool or information source covers this same ground.

The 1994 edition was completed at the end of 1993 and published in early 1994. It lists 1,042 ERIC information service providers (including 121 overseas). Copies are available free from ACCESS ERIC.

Directory of Education-Related Information Centers (May 1993)

As part of the effort to make ERIC systemwide products available in a variety of formats, this Directory has been published both in printed form and as a searchable magnetic disk (either 5.25" or 3.5"). The search feature is provided by Open Access Publishing Group. This is the first of several ACCESS ERIC publications to be made available in both printed and magnetic forms. See corresponding order form in **Attachment 7.**

Brochures

"For Education Information...Call ACCESS ERIC" the basic ACCESS ERIC brochure issued at the end of 1993 is shown as **Attachment 8.**

The long-awaited revision of "*A Pocket Guide to ERIC*" appeared in March 1994 and can be seen as **Attachment 9.** It is notable in including toll free numbers and Internet addresses for all ERIC components.

Order Forms

Order forms for all new ACCESS ERIC publications issued during the last six months or so can be found in **Attachment 10.**

EDRS

EDRS 1994 Price List

Effective January 1, 1994, EDRS was granted a price increase. Regular subscription microfiche increased from $0.11 to $0.12 per diazo fiche (an increase of 9%), and from $0.235 to $0.249 per silver film fiche (an increase of 6%). On-demand microfiche (one title) went from $1.18 to $1.23 (an increase of 4%). On-demand reproduced paper copies went from $3.30 (per 25 pages) to $3.53 (per 25 pages) (an increase of 7%).

Attachment 11(A) is the official 1994 EDRS price list for all categories of their microfiche and paper copy products. **Attachment 11(B)** is the simplified version of this list used as a "Special Announcement" for the front of RIE.

New EDRS Order Form

When prices change then order forms change. Simultaneously with the 1994 price changes, EDRS issued a new Order Form that incorporated the new prices, as well as new UPS and USPS rate charts for computing shipping costs. (See **Attachment 12.**)

ERIC Microfiche Collection - Geographic Distribution (U.S.)

Towards the end of 1993, subscriptions to ERIC microfiche broke the 900 barrier, after being in the 800-899 range for some time. **Attachment 13** is a map of the U.S. showing the number of subscribers in each state or territory (for a total of 928). As the map illustrates, every U.S. state and territory have at least one ERIC microfiche collection.

EDRS Free "Hot Topic" Bibliographies and Selected Microfiche Subsets

EDRS has prepared annotated bibliographies on eleven current "hot topics" and has made the results available both in print form (on request) and in electronic form on various online networks. In addition, four of the bibliographies are also being made available as special microfiche subsets (at $195 each).

The eleven topics are as follows, with the titles involving microfiche subsets asterisked:

1. Facing Tough Issues Head On: Ridding the Schools of Drugs and Violence.
2. Sex Education in the Age of AIDS.
3. Going the Distance: Distance Learning Comes of Age.
4. Disabled Students in the Mainstreamed Classes: Supporting Inclusion, Fostering Success.
5. Learning Styles: Building on Strengths.
6. Providing "Hands On" Learning Experiences to Support Traditional Learning Objectives.
7. Integrating the Arts into Classroom Activities.
8. Cooperative Learning: Grouping Students for Success.

* 9. The Ins and Outs of Alternative Assessment: Outcome-Based Education and Other Innovations in Testing.

*10. Infusing Multicultural Education Into Today's Schools.

*11. Restructuring America's Schools: A Blueprint for Action.

*12. Black History, Culture, and Literature: Curricula, Resources, and Activities in Honor of African Americans.

Announcements pertaining to these bibliographies and microfiche subsets appear as **Attachment 14**.

New EDRS Flyers and Brochures

In addition to the "hot topic" bibliographies, EDRS prepared a variety of flyers and brochures to fit into the joint ACCESS ERIC/EDRS "Know It All" kit: (1) "Obtain ERIC Documents Quickly and Affordably From EDRS"; (2) "Meet Specialized Needs with Subject-Specific ERIC Clearinghouse Collections"; (3) "Beyond Reading, Writing, and Arithmetic" (Bibliography); (4) "Know It All About ERIC Information Products Available from the ERIC Document Reproduction Service (EDRS)". Copies of these items can be found as **Attachment 15**.

Adjunct ERIC Clearinghouses

Adjunct ERIC Clearinghouse on Clinical Schools

The ERIC Clearinghouse on Teaching and Teacher Education (SP) has announced an Adjunct ERIC Clearinghouse on Clinical Schools. As **Attachment 16(A)** makes clear, a Clinical Schools Clearinghouse has been in existence since 1991, as a Ford Foundation project with the American Association of Colleges for Teacher Education (AACTE), and this new arrangement and title simply formalizes a collaboration that has been actually been going on for the past 2-3 years. The new Adjunct will be listed in full in the next *ERIC Network Directory*.

Adjunct ERIC Clearinghouse for the Test Collection

The ERIC Clearinghouse on Assessment and Evaluation (TM) has established a relationship with the Educational Testing Service (ETS) whereby current entries to the ETS Test Collection will be sent to TM for routine inclusion in the ERIC database (PUBTYPE 160) and older backfile records (9531 test descriptions) will be made publicly accessible via an Internet gopher site. The October 28, 1993 Press Release announcing the Internet availability of the ETS Test Collection backfile on the Catholic University gopher is shown as **Attachment 16(B)**.

Adjunct ERIC Clearinghouse for Law-Related Education

The American Bar Association (ABA), Public Education Division (PED), created the National Law-Related Education Resource Center (NLRC) in 1991 to collect and disseminate information on law-related education (LRE) programs and resources, substantive legal topics, funding sources, and teacher and resource leader training opportunities. NLRC serves K-12 schools, college and university students, as well as the general public. In January 1994, NLRC broadened its scope by becoming the newest Adjunct ERIC Clearinghouse (affiliated with SO) and will now make its resources available to a wider audience than ever before. (See **Attachment 16(C)** for the announcement containing full address and contact information.)

ERIC Facility

Computer Sciences Corporation (CSC) Purchases ARC Professional Services Group (Facility Host)

On December 30, 1993, Computer Sciences Corporation purchased ARC Professional Services Group (ARC/PSG) from its previous owner Sequa Corporation, for approximately $65 million. ARC/PSG will be integrated into CSC's Systems Engineering Division (SED). The ERIC Facility will continue at its current location under CSC/SED and is looking forward to taking advantage of CSC's formidable technical resources (6000 staff in the Washington area alone).

ERIC Processing Policy for Electronic Journals and Electronic Articles

Most journals are available solely in printed form, some journals are available in both printed and electronic versions, and some are available only in electronic versions. ERIC is accustomed to processing printed journals, citing their publishers and price in the *Source Journal Index*, and citing their availability as reprints from sources such as University Microfilms Inc. (UMI).

The question has arisen as to whether and how ERIC should process purely electronic journals and their articles. The major issue is future availability of the text of an article. Once in print a journal is always available somewhere, but an electronic journal can disappear forever at the flick of a switch. Keeping in mind ERIC's responsibility to future users of the ERIC database, the ERIC Facility has devised a policy for the processing of electronic journals and their articles (see **Attachment 17**). This policy circulated for comment at ERIC Technical Meetings, was reviewed by the ERIC Technical Steering Committee, and has been approved by the ERIC Program Office.

ERIC in the *Bowker Annual*

Annually, the ERIC Facility is invited to prepare an article on ERIC for the *Bowker Annual Library and Book Trade Almanac*. This article summarizes basic database statistics for the past year cites the major accomplishments that occurred during the year, and describes the directions, initiatives and trends of the system as a whole. The article covering 1993 (prepared for the volume printed in 1994) is shown as **Attachment 18**.

ORYX Press

CIJE Now Available on CD-ROM from Oryx Press

Oryx Press has published the paper form of *Current Index to Journals in Education* (CIJE) since 1979. Now, beginning with 1994, Oryx Press is offering CIJE in the form of a single CD-ROM disk that contains the entire CIJE file since its inception in 1969 (nearly 500,000 records), together with indexes to the records, the full text of ERIC Digests (over 1000 to date), and the *Thesaurus of ERIC Descriptors*. The subscription price is $199 per year, including quarterly updates. The Press Release and Brochure announcing and advertising this new product are seen in **Attachment 19**.

This new disk offering utilizes the KAware 2 Retrieval System developed by Knowledge Access International Inc.

CIJE Monthly Report

The CIJE Monthly Report provides for each issue of CIJE a count of the total records input from each Clearinghouse, the total journal issues processed by each Clearinghouse, and the total "one-shot" articles by each Clearinghouse. It is a useful management tool and provides each Clearinghouse with a basis of comparison for their CIJE-related work. (See **Attachment 20** for the monthly reports covering October 1993-April 1994.)

CIJE Source Journal Index Additions, Deletions, Changes

Changes to the *Source Journal Index* (SJI) continue to be significant in quantity as the Clearinghouses under their new contracts adjust their coverages to better cover the journal literature of education. (See **Attachment 21** for all SJI modifications for the CIJE issues October 1993 - May 1994.)

AskERIC

AskERIC continues to generate a large volume of Internet activity and to attract the attention of the media. In March 1994, AskERIC was one of the winners in the 1994 Computerworld Smithsonian Award in the education and academia category. **Attachment 22** provides the latest *ERIC Networker* issue describing AskERIC, a special AskERIC flyer developed for inclusion in the ERIC "Know It All" kit, and two AskERIC news items from *The Syracuse Record* (newspaper).

International

International ERIC

The International ERIC CD-ROM was finally offered by DIALOG in October 1993. The disk contains the *Australian Education Index*, *British Education Index*, and *Canadian Education Index*, as three separate files. Since ERIC has offered to help promote this product in the U.S., for the convenience of the Clearinghouses we are providing (as **Attachment 23**) various announcements of this product from DIALOG (and DataStar), Micromedia (Canada), Australian Council for Educational Research (ACER), and IBE.

Vendor News

DIALOG

DIALOG onDisc Software Adds Improved Data Compression and Save or Print Search Strategy

Beginning with the third quarter 1993 update disc, DIALOG added two enhancements to their DIALOG onDisc product: improved data compression and the ability to save your search history (strategy) with your search results. The announcement and the Technical Notes pertaining to these enhancements appear as **Attachment 24(A)**.

DIALOG Removes Exceptional Child Education Resources (ECER) (File 54)

Effective November 1, 1993, DIALOG deleted the ECER file from their offerings. The *DIALOG Chronolog* issue of October 1993 (p.93:278) contained the announcement of this deletion.

DIALOG Announces New Fee Structure for Documents Downloaded Electronically

The April 6, 1994 *New York Times* contained an article on a new fee structure that DIALOG will announce in April 1994. The fees are based on a graduated scale of number of authorized users. The more end users of a document the larger DIALOG's charge to the client. There is considerable debate concerning the workability of such a fee. The article appears as **Attachment 24(B)**.

TARGET — A New Relevance Ranking Tool Added to DIALOG's Search Capabilities

At the Online/CD-ROM '93 Conference in Washington, DC, in November 1993, DIALOG previewed a new searching tool called TARGET that will permit searchers to rank their search output in order by its likely degree of relevance to their search topic. The ranking is based on the number of times that the terms searched on appear in the text of the records searched. The Press Release pertaining to TARGET is shown as **Attachment 24(C)**.

SilverPlatter

SilverPlatter Changes to "No Return Disc" Policy

In December 1993, SilverPlatter announced that subscribers would no longer be required to return superseded CD-ROM discs. Instead, subscribers are required to destroy each superseded disc. The letter making this announcement appears as **Attachment 25(A)**.

WinSPIRS Software for Microsoft Windows Environments

SilverPlatter is in the process of releasing a new generation of its SPIRS retrieval software called "WinSPIRS," that is designed for operation with Microsoft's Windows. Beta tests took place in 1993 at over 50 sites worldwide and advance copies have been made available to selected subscribers in early 1994. The Facility and the ERIC Program Office both have advance copies. The letter announcing this enhancement appears as **Attachment 25(B)**.

SilverPlatter to Offer Online (including via Internet) Access to ERIC Database Using Intel-based Client Servers Located at Their Headquarters Office

The Internet is causing virtually every vendor to re-examine their products and their access strategies. SilverPlatter has announced a project that will provide online access to about ten (10) databases (of which ERIC is one) that will be mounted on Pentium-based servers located at their headquarters office. Retrieval will be based on the same software used on their disk products. Pricing will be based on the same fixed annual price that disk subscribers pay. (See **Attachment 25(C)**.)

BRS

InfoPro Technologies Sold; BRS Goes to CD Plus

InfoPro Technologies (the new name that Maxwell gave to BRS) has been sold. The BRS Online Products division of InfoPro, the arm that offers online access to ERIC, was picked up by CD Plus (CD+). During 1994, CD Plus will replace the current BRS retrieval interface with their own OVID interface. There are said to be many similarities between the two that should make the transition fairly easy for users. The CD Plus announcement of the takeover and their plans for the future appears as **Attachment 26(A)**. An excellent article on the takeover appeared in the magazine *Searcher* and is reprinted here as **Attachment 26(B)**.

EBSCO

Local Titles (i.e., Titles you have in your local collection) and SDI Features Now Available on EBSCO's ERIC Disk

EBSCO has announced two enhancements to their ERIC disk: (1) "Local titles" or the ability to flag those ERIC titles the subscriber has in their local collection; (2) Selective Dissemination of Information (SDI), i.e., providing users with information about specific titles that fit their interest profiles. (See **Attachment 27**.)

NISC

National Information Services Corporation (NISC)

ERIC has received an offer from NISC to make NISC disks containing the ERIC database (and the NISC retrieval software) available to ERIC for further distribution on a quarterly basis. This offer and its implications are under study by the ERIC Program Office, including the necessary details of any ERIC/NISC contractual relationship.

A copy of the offer letter is shown as **Attachment 28(A)**, followed by a copy of the letter currently received by NISC subscribers to ERIC, the NISC flyer on "ERIC on CD-ROM," the NISC flyer on its retrieval system, "ROM Wright", a NISC background paper on itself, and a copy of the standard "Database Publishing With NISC" terms and conditions. (See **Attachment 28(B)**.)

Miscellaneous

Chicago *Manual of Style* (14th Edition, 1993) Cites ERIC

The new 1993 edition of the authoritative Chicago *Manual of Style* makes specific mention of ERIC in a section advising the inclusion of ERIC accession numbers when citing documents found in the ERIC database (see below).

> **15.328** In addition to the publications issued by both houses of Congress and by the executive departments and agencies, a large array of technical literature is also listed in the *Monthly Catalog of United States Government Publications*, including government-sponsored research, development, and engineering reports, foreign technical reports, and other analyses prepared by national and local government agencies and their contractors or grantees. Many of these materials are available through such information services as the National Technical Information Service (NTIS) and the Educational Resources Information Center (ERIC). Because of the great proliferation of these materials, citations to them should include dates, serial and print numbers, and other facts of publication, including information-service identifying and accession numbers when these are available.

Chicago *Manual of Style*
(14th Edition, 1993) Cites ERIC

Appropriate Terminology in "Disabilities" Area

The National Institute of Disability and Rehabilitation Research (NIDRR) has prepared a brochure providing up-to-date guidelines for the terminology used to describe disabilities, impairments, etc. Since some of the terms used in the past are now considered condescending, this brochure sets some useful standards and has been employed in the Facility's lexicographic work. (See **Attachment 29.**)

National Dissemination Association (NDA)

The National Dissemination Association (NDA), a professional association in existence since 1982 and publisher of the annual catalog *Educational Programs That Work*, is attempting a gradual expansion of its membership and has prepared a new membership brochure. (See **Attachment 30.**)

ERIC/CE's ERIC Key on "Searching ERIC by Document Type"

Judy Wagner of ERIC/CE has prepared a new "ERIC Key" dealing with "Searching ERIC by Document Type." One side of the single page flyer provides search examples using DIALOG, BRS, and SilverPlatter commands, respectively. The other side contains a list of available Publication (Document) Types. (See **Attachment 31.**)

WELCOME ADDITIONS TO THE ERIC FAMILY

Within the past year ERIC has welcomed into its "family" several children and grandchildren.

From the ERIC Facility...
Gail and John Mathews became grandparents of a grandson, Peter Bradford Edwards, thanks to their daughter and son-in-law, Laura and Sam, on January 15, 1994.

From ACCESS ERIC...
Carol and Rob Boston, became the proud parents of a daughter, Claire Eleanor, on March 29, 1994.

Barbara and Barak Stussman welcomed a daughter, Rebecca Susan, on April 11, 1994.

Belinda and Arman Taheri have been enjoying a son, Arman Alan, born on April 24, 1993.

From CS...
Ellie and Malcolm Macfarlane are the joyous grandparents of Michael Weber Macfarlane and Ian Douglas Rice.

From EA...
Adrienne Lannom is delighted with her first granddaughter (second grandchild), Haley Marie Lannom, born July 2, 1993.

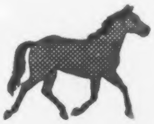
From FL/ADJ-LE...
Jeannie Rennie's happiness was doubled with the birth of twins, Cassandra (Cassie) Mae and Noah William, born on April 22, 1994.

From PS...
Dianne Rothenberg's first grandchild, Jeffrey Micah Alexander Rothenberg, was welcomed on December 10, 1993.

From RC...
Velma Mitchell is thrilled that her son and his wife, Lee and Denise Mitchell made her a first-time grandmother of a beautiful baby girl named Tessa Lee on August 22, 1993.

****

Special "Grandmother" Category



Penny Rogers of EA was made a special "grandmother" when her mare presented her with a colt (a boy) barn-named Jesse.
A Thoroughbred/Tennessee Walker, Jesse is a bay (brown with black mane, tail, and legs and a small white star between his eyes) and was born April 19, 1994, weighing in at 110 lbs. (The joy of new life comes in many wonderful forms!)

ATTACHMENTS

ERIC Directors Meeting Agenda

Directors Meeting
St. James Hotel
950 24th Street, NW
Washington, DC
202-457-0500

Wednesday, January 19, 1994

7:30 pm	ERIC Executive Group Dinner (meet in hotel lobby)

Thursday, January 20, 1994

8:30–9:00	Continental Breakfast
9:00–10:00	ERIC Status Report and New Initiatives (Bob Stonehill) ERIC Goes to School OERI Reauthorization Department Technology Initiative
10:00–10:45	AskERIC Update and Discussion (Mike Eisenberg, Dianne Rothenberg, Lynn Smarte)
10:45–11:00	Break
11:00–11:30	Discussion with Joe Conaty, Acting Director, Office of Research
11:30–12:15	Full Text Initiative: Status Report and Next Steps (Dianne Rothenberg, other committee members)
12:15–1:30	ERIC Directors Luncheon
1:30–2:00	ERIC National Advisory Committee–Functions/Composition
2:00–2:30	Sharon Robinson, Assistant Secretary Office of Education Research and Improvement
2:30–2:45	Break
2:45–3:45	Task Force Break Out Sessions Full Text and Networked Resources Public Information and Outreach System Improvements and Futures Education of the Disadvantaged
3:45–4:15	Task Force Reports

ERIC Directors Meeting Agenda

4:30–4:45	Status Report of Eisenhower National Clearinghouse (David Haury)
4:45–5:15	Discussion of Experiences with Fixed Price Contracts
5:30–7:00	ERIC Directors Reception: Rothenberg's Suite

Friday, January 21

8:30–9:00	Continental Breakfast
9:00–9:30	Linda Roberts, Special Advisor on Education Technology Office of the Deputy Secretary of Education
9:30–10:45	New ERIC Electronic Systems--Activities/Goals/Policies Clearinghouses Update Support Contractors Update Commercial Products
10:45–11:15	Status of Adjunct Clearinghouses -- Current & Proposed Introduction of Dr. Mabel McKinney-Browning, American Bar Association (John Patrick)
11:15–12:00	Discussion with ED Grants and Contracts Service (GCS) Carol O'Leary, Chief, Section III–Contracts Division
12:00–1:00	Lunch On Your Own
1:00–1:30	Enhancing the ERIC Database: Experience with the Book Literature? How Are We Covering the Journal Literature? How Are We Covering the Document Literature?
1:30–2:15	Potential ERIC System Improvements/New Priorities
2:15–3:00	Collaborative System Activities (Lynn Smarte)
3:00	Adjournment

ERIC PROCESSING AND REFERENCE FACILITY

ACCESS ERIC

Dear RIE Input Coordinator:

The popularity of ERIC Digests and of full-text electronic information retrieval has led the ERIC Program Office to decide to open the ERIC Digest Online file to Digest-like publications from any source. To implement this decision, the ERIC Program Office has funded projects at ACCESS ERIC and at the ERIC Facility.

ACCESS ERIC is to find and identify non-ERIC, Digest-like publications that are likely candidates for the expanded EDO file. In performing this task, ACCESS ERIC is searching for Digest-like documents that are already in the ERIC database and also for those that are not yet in. Letters have been sent to several OERI Labs and Centers and to over 100 non-government education information centers asking them to submit brief publications for consideration. As a result of this effort, ACCESS ERIC now has approximately 80 candidate "Digests" to consider.

As long as a publication can satisfy the basic criteria for being "Digest-like" (copy attached), it can now be considered a candidate for ERIC's full-text file. A key requirement in this process is that any document selected for full-text treatment must first be processed for the ERIC database so that it can acquire a standard bibliographic description and an ED#.

The ERIC Facility will receive from ACCESS ERIC all EDO candidates not yet in the database, will assign them to the appropriate Clearinghouse, and will otherwise put them through standard processing. The Facility will clearly identify these items as EDO candidates (via a brightly colored Digest Traveler Form, copy attached). While it is probably unlikely that many of these items will be rejected, they still must pass the Clearinghouse selection process and any required reproduction release forms must be obtained. The Traveler Form provides for the possibility of rejection by the Clearinghouse for either RIE or EDO.

While these candidates are in process, ACCESS ERIC will take steps to obtain an electronic version of the text. In some cases, the electronic text of publications may be available for the asking directly from the authors/sources. If it is not, ACCESS ERIC is responsible for scanning or keying all approved items. When the electronic version is ready, it will be sent to the Facility to be married up with the regular ED records and placed on the EDO Master File.

The Clearinghouses can further support this EDO expansion effort by themselves identifying brief, non-ERIC publications that meet the criteria and that are suitable candidates for EDO. We urge everyone in the system to keep their eyes open for short, top quality synthesizing-type publications on high interest topics. The Digest Traveler Form can be used by Clearinghouses to submit their own candidates for the EDO file.

The ACCESS ERIC staff and ERIC Facility staff with principal responsibility for this project are listed below. If you have any questions now or in the future, please contact these individuals.

ACCESS ERIC	Barak Stussman 1-800-LET-ERIC 1-301-251-5579 bstussma@inet.ed.gov	Belinda Taheri 1-800-LET-ERIC 1-301-251-5264 btaheri@inet.ed.gov
ERIC FACILITY	Carolyn Weller 1-301-258-5500 cweller@inet.ed.gov	

Sincerely,

Lynn Smarte Ted Brandhorst

Lynn Smarte, Director
ACCESS ERIC

Ted Brandhorst, Director
ERIC Facility

Attachments: (1) Criteria for Selecting Non-ERIC Digest-Like Documents
(2) Digest File Candidate (Traveler Form)

cc: Bob Stonehill
Kevin Arundel
Pat Coulter
Pete Dagutis

—Do Not Detach this Form from Document During Processing—

ERIC
DIGEST FILE CANDIDATE
(TRAVELER FORM)

I. DOCUMENT IDENTIFICATION

Title: ______________________

II. FROM ERIC FACILITY TO CLEARINGHOUSE

Clearinghouse to which assigned: ______________________

Date sent to Clearinghouse: ______________________

The document cited above (to which this form is attached) has been selected as a *candidate* for ERIC's Digest File (EDO), containing in electronic form the full text of important, useful, and brief, synthesizing documents. The criteria for selecting such Digests are printed on the reverse side of this form. **This form should be left on the document throughout the processing cycle in order to properly identify it and to reflect decisions made along the way.**

III. FROM CLEARINGHOUSE TO ERIC FACILITY

The document cited above:

has been selected for RIE Yes ☐ No ☐

has been selected for EDO Yes ☐ No ☐

Clearinghouses Accession Number Assigned: ______________________

RIE Shipment Date: ______________________

If for any reason the Clearinghouse does not choose to process a document sent to them by the Facility for RIE (or for EDO), please cite reason here and return document to Facility:

____

IV. FULL TEXT STATUS

The Clearinghouse is *not* required at this stage to obtain the full text of this document in electronic form or even to determine whether such text is available from any source. However, if the electronic full text is obtained at time of original acquisition (e.g., because it was offered by the source), this data should be sent to the Facility in accordance with the directions for EDO found in the *ERIC Processing Manual* (EPM), Section IX (i.e., the file must be in ASCII and may be submitted via floppy disk or Internet file transfer). The electronic full text should be transmitted the same week the document is shipped for RIE. A paper copy version of the electronic full text should be sent (with a logsheet) for proofing purposes.

If the inputting Clearinghouse does not send the electronic full text, ERIC support contractors will endeavor to obtain it for all approved items from the source or by scanning/keying.

Full Text (Electronic) of this document is:

☐ provided by Clearinghouse ☐ available from source ☐ not available from source ☐ availability of full text is unknown ☐ must be obtained via scanning/keying

Comments: ______________________

EFF-087 (11/93)

Criteria for Selecting Non-ERIC Digest-Like Documents

1. BREVITY

The document must be small, brief, succinct. Ideally it will be around the size of an ERIC Digest (i.e., 1500 words). Depending on the paper format, this can amount to 2-7 pages, rarely more.

2. SYNTHESIS

The document must be a truly synthesizing document. It must attempt to boil down a lot of information on a topic to a single document. It must use multiple sources and a broad base of resources. It should not be just the view of one person or organization.

3. BALANCE

When a topic enjoys several reputable schools of thought or points of view, or when a topic is controversial, the document should not take sides or play favorites, but should present a balanced view of the topic.

4. AUTHORITATIVENESS

The document should be authoritative. It should be created by a recognized expert or authority or by an organization that is similarly equipped with credentials in the area. The ideal source organization is a national or international association in whose scope the topic falls.

5. FURTHER RESOURCES/FURTHER READING

There is a limit on how much information can be compressed to 2-3 pages. If the reader/user wants to know more, the "Digest" must lead them to the next level of resources or text. Where can the user find additional information?

6. TEXT PREDOMINATES OVER GRAPHICS

The message of the "Digest" must be contained primarily in its text. Graphics can be difficult if not impossible to render as ASCII "full text". If the message of the "Digest" were primarily in its "pictures", this might make it ineligible for the EDO file (at least at this stage of development).

EFF-087 (11/93)

United States Government Printing Office

December 2, 1993

Ms. Sharon P. Robinson
Assistant Secretary for the Office of
Educational Research and Improvement
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208

Dear Ms. Robinson:

I am writing to you in an attempt to ensure that Government publications issued by the Educational Resources Information Center (ERIC) continue to be available to the public through the Federal Depository Library Program (FDLP).

Since the early 1980's, ERIC and the U.S. Government Printing Office (GPO) have informally cooperated to deliver the Federally-funded or published information announced in Resources in Education (RIE) to the depository libraries in microfiche format. Under a very unique arrangement, ERIC has supplied hard copies of the publications to GPO. GPO then converted the publications to microfiche format and distributed diazo microfiche to the depository libraries.

However, primarily due to budgetary pressures, this arrangement has broken down and no ERIC publications have been distributed through the FDLP since those titles announced in the August 1992, issue of RIE. There are now in excess of 2,085 eligible titles which have not been distributed to the depository libraries.

Responsibility for the operation of the FDLP is assigned to GPO's Superintendent of Documents under Title 44, Chapter 19, of the United States Code. As required by 44 U.S.C. Section 1902, "[g]overnment publications, except those determined by their issuing components to be required for official use only or for strictly administrative or operational purposes which have no public interest or educational value and publications classified for reasons of national security, shall be made available to depository libraries through the facilities of the Superintendent of Documents for public information."

Page 2

In addition, as stated in Section 1903, "[t]he cost of printing and binding those publications distributed to depository libraries obtained elsewhere than from the Government Printing Office, shall be borne by components of the Government resposible for their issuance." I understand that the ERIC publications are not produced or procured through GPO. Therefore, this Office is not authorized to absorb the cost of the copies required for the depository libraries.

In order to maintain the availability of this information to the public, I am requesting your assistance in establishing a mechanism through which ERIC can supply the requisite 358 copies of each of these publications in either paper or microfiche format.

We would suggest an arrangement similar to one established with the Department of Energy's Office of Scientific and Technical Information (OSTI) in Oak Ridge, Tennessee. Under this arrangement, set out in an Interagency Agreement, OSTI produces microfiche for each of the 358 depository libraries selecting its materials and mails those microfiche directly to the libraries using address information which we provide. GPO reimburses OSTI for the postage and handling involved. Another alternative would be for your office to deliver the copies to our distribution area in GPO and we will send the materials to the selecting libraries with our normal shipments. Because the number of copies required for depository distribution may change, we would ask that ERIC staff contact our Acquisitions Section at least quarterly to determine the current quantity.

I look forward to hearing from you and appreciate your assistance in maintaining the flow of Federally-funded education information to the American public. To discuss these issues, or for additional information on the FDLP, please contact Mr. J.D. Young, Director of the Library Programs Service, on 202-512-1114.

Sincerely,

/s/

WAYNE P. KELLEY
Superintendent of Documents

Copy to:
Bernadine A. Hoduski, Professional Staff Member
  Joint Committee on Printing
Ted Brandhorst, Director ERIC
  Processing and Reference Facility

UNITED STATES DEPARTMENT OF EDUCATION
Office of the Assistant Secretary
for Educational Research and Improvement

DEC 21 1993

Mr. Wayne P. Kelley
Superintendent of Documents (Stop SD)
United States Government Printing Office
Washington, DC 20402

Dear Mr. Kelley:

Thank you for your letter of December 2, 1993, in which you suggest some strategies to ensure that publications issued by the Educational Resources Information Center (ERIC) continue to be available to the public through the Federal Depository Library Program (FDLP).

I am sorry to learn that the FDLP has not been distributing Department of Education materials announced in the ERIC database for the past year and a half, and I am certainly willing to work with you to rectify this situation. However, the cost implications for the Department of Education are substantial. You mention that there is a backlog of over 2,085 eligible titles; we estimate that the cost of providing 358 copies (for each selecting depository library) in microfiche of all these titles would be approximately $115,000! Needless to say, this is not an expense for which we had budgeted.

I believe that we must closely examine the situation before we decide on a course of action. In particular, I would like to raise the following issues:

- In 1993, 1,620 documents produced **or supported** by the Department of Education were announced in ERIC. However, of that number, only 147 were actually published by ED; the remaining documents represent reports prepared by contractors and grantees, commissioned studies, reports of government-sponsored panels, and so on. For the most part, these are not publications of the government; in fact, many of them carry disclaimers which distance their findings and recommendations from official federal policy. I would like some clarification from your office on GPO's definition of a "government publication."

- Of the 147 Department of Education publications, many were in fact printed by GPO, and thus should be available to the FDLP through your office. We would have to look closely at our publications records to document the specific ED publications issued through GPO.

- Finally, it may be that many of the 358 selecting depository libraries already have complete subscriptions to the ERIC microfiche collection, and do not really need the copies provided through the FDLP. We can compare your list of participating depository libraries with the list of our subscription customers to determine whether there is significant overlap.

WASHINGTON, D.C. 20208-

Page 2 -- Mr. Wayne P. Kelley

Since a decision on how best to proceed will be based on the answers to the above questions, I suggest that a meeting may be in order. I will ask Dr. Robert Stonehill, the director of the ERIC Program, to contact Mr. J. D. Young, director of the GPO's Library Programs Service, to arrange such a meeting.

Thank you for bringing these problems to my attention. I am sure that working together we can ensure that the Federal Depository Library Program can once again have full access to the publications of the Department of Education.

Sincerely,

Sharon P. Robinson

Sharon P. Robinson
Assistant Secretary

cc: Bernadine A. Hoduski
Robert M. Stonehill

ACCESS ERIC
1600 Research Boulevard, Rockville, MD 20850 • 1-800-LET-ERIC

MEMORANDUM

To: ACCESS ERIC Liasons

From: Lynn Smarte

Date: February 2, 1994

Subject: "Know It All" Kits

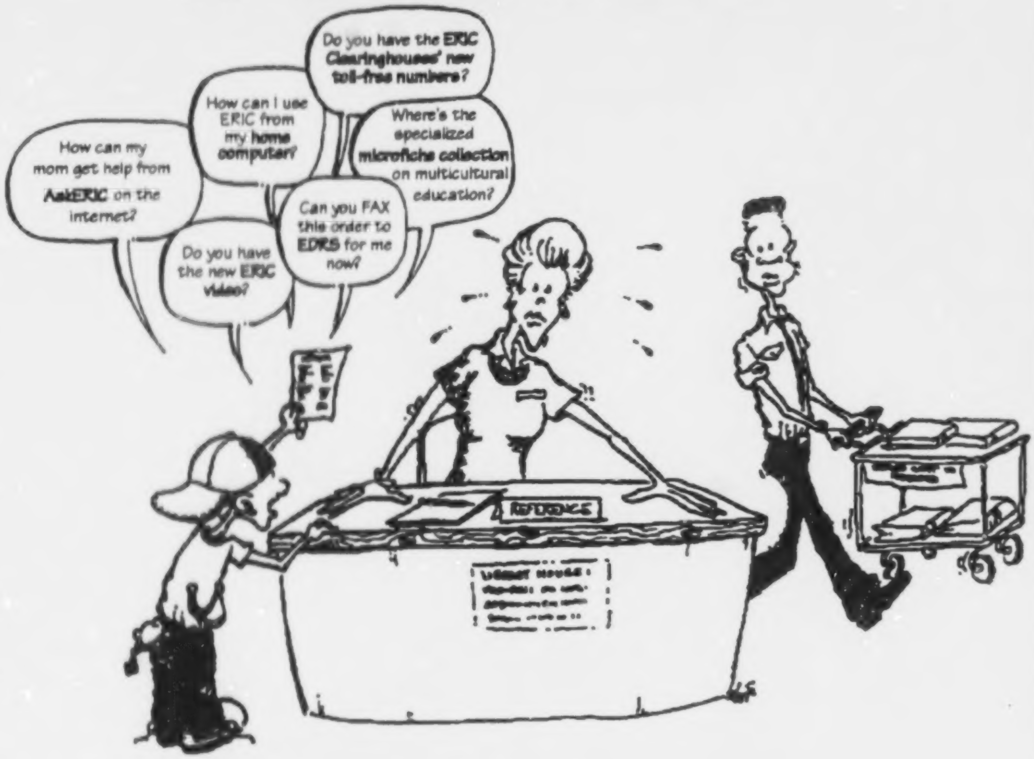
Here's a copy of the ERIC "Know It All" Kit that was developed by EDRS and ACCESS ERIC. As you probably know, the kit was created primarily to respond to requests generated by an advertisement in the December issue of *American Libraries*. The Kit includes information on:

- The AskERIC Service and Internet Access Points to the ERIC Database and ERIC Digests Online
- Topical and Subject-Specific Microfiche Collections available from EDRS
- Access Points to ERIC
- Document Ordering from EDRS
- ACCESS ERIC and EDRS Products (*Striving for Excellence*, the *1994 Conference Calendar*, etc.)
- The *ERIC: In Action* Video
- ERIC System Directory (addresses, phone numbers, and e-mail addresses for clearinghouses and components)

As you can see, the Kit is targeted to librarians, rather than individual ERIC users, but you may want to distribute it to some appropriate individuals or groups. The pocket format makes it easy for you to add your clearinghouse brochures. We have printed enough for each clearinghouse to have **at least** 50 Kits, but there's a good chance we can provide more if you need them. To request copies, contact anyone at ACCESS ERIC. Please let us know, for our records, to whom you plan to distribute them.

cc: Pat Coulter
Nancy Johnson

Huh?


Do you have the ERIC Clearinghouses' new toll-free numbers?
How can I use ERIC from my home computer?
Where's the specialized microfiche collection on multicultural education?
How can my mom get help from AskERIC on the internet?
Can you FAX this order to EDRS for me now?
Do you have the new ERIC video?
REFERENCE

Be the first to know . . .

answers to all these questions and more. Get your free ERIC "Know It All" kit by calling one of these toll-free numbers today:

1-800-LET-ERIC (538-3742)

(call this number if you are interested in learning more about the ERIC Clearinghouses or how to access ERIC information on computer networks)

1-800-443-ERIC (3742)

(call this number if you are interested in learning more about special collections of education materials on microfiche or other document delivery options)

ACCESS ERIC

ERIC
Document Reproduction Service

BEST COPY AVAILABLE

ACCESS ERIC
1600 Research Boulevard, Rockville, MD 20850 • 1-800-LET-ERIC

Now Available From ACCESS ERIC

Striving for Excellence: The National Education Goals, 1993

October 1993--To further assist educators in understanding the National Education Goals and to expand their knowledge of possible strategies to reach them, the Educational Resources Information Center (ERIC), sponsored by the U.S. Department of Education's Office of Educational Research and Improvement, has published a second volume of *Striving for Excellence: The National Education Goals.*

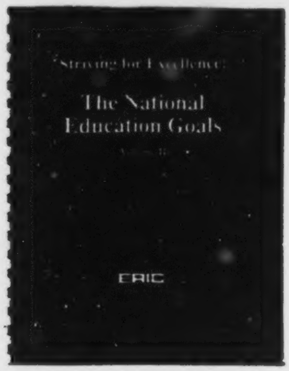
Consisting of 39 separate ERIC Digests, written by each of the 16 subject-specific ERIC Clearinghouses, this booklet provides research and program findings that relate to the six Goals: school readiness, high school completion, student achievement and citizenship, science and mathematics, adult literacy and lifelong learning, and safe, disciplined, and drug-free schools. The Digests speak to a wide variety of educators—from school administrators to librarians, counselors, adult educators, and teachers involved in preschool to postsecondary education settings. They summarize current education literature and research in a concrete, practical manner. Here are *some* of the ways in which they can assist you.

- **Parents** will learn more about how to prepare their children for school and increase their academic achievement.
- **Teachers** will be introduced to strategies for helping at-risk students succeed, instructional tools for teaching reading, social studies, mathematics, and science, and models for integrating academic and vocational education.
- **School Administrators** will gain new perspectives on developing school discipline and substance abuse policies and increasing their students' level of motivation.
- **Librarians, Counselors, and Teacher Educators** will learn how each Goal relates to their role and specific ways in which they can contribute toward meeting the Goals.
- **Adult Educators** will be introduced to exemplary workplace literacy programs and innovative approaches designed to meet the special needs of adults in higher education.

This 94-page booklet is available for $8, including postage and handling. Feel free to reproduce it, in whole or in part, and distribute as you wish. To order, contact ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850, 1-800-LET-ERIC (538-3742). Purchase orders are welcome from schools, college and universities, and state and local agencies only. Other organizations and individuals may use MasterCard, VISA, or a check. All orders must be prepaid.

Striving for Excellence: The National Education Goals, Volume II
Now Available!

ACCESS ERIC, the promotional and outreach arm of the Educational Resources Information Center (ERIC) System, sponsored by the U.S. Department of Education's Office of Educational Research and Improvement, announces the availability of Striving for Excellence: The National Education Goals, Volume II.



This compilation of 39 ERIC Digests, written by each of the 16 subject-specific ERIC Clearinghouses, provides research and program findings that relate to the six Goals: school readiness, high school completion, student achievement and citizenship, science and mathematics, adult literacy and lifelong learning, and safe, disciplined, and drug-free schools. The Digests speak to a wide variety of educators—from school administrators to librarians, counselors, adult educators, and teachers involved in preschool to post-secondary education. They summarize current education literature and research in a concrete, practical manner.

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Return this order form to: ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850-3172, 1-800-LET-ERIC.

_____ copies of the Striving for Excellence: The National Education Goals, Volume II @ $8 each.

Total order $__________ (Postage and handling are included for U.S.; add $2 per item for Canada; $4 per item for foreign; purchase orders are only accepted from federal, state, and local government agencies).

☐ Check/Money Order Enclosed

☐ Purchase Order Enclosed

Charge my: ☐ MasterCard ☐ Visa Charge card #____________________ Exp. Date__________

Authorized Signature____________________________ Phone number (___)______

Ship To:

Name: ______________________________ Title: ____________

Address: ____

City: State: Zip:

ACCESS ERIC
1600 Research Boulevard, Rockville, MD 20850 • 1–800–LET–ERIC

Highlights of Recent ACCESS ERIC Activities
ERIC Directors Meeting
January 20–21, 1994

Outreach

* *Online Access* article (sample copies are available)

* *American Libraries* ad and "Know It All" kits (copies available)

* Additional information provided to:
  Parents Magazine
  Washington Post
  Electronic Learning
  Education Daily
  NetPower, 2nd Edition

* **What's coming?**
  National School Boards Association - exhibit
  American Library Association (Mid-winter) - exhibit
  Association for Teacher Educators - presentation with ERIC/SP
  National Parent-Teacher Association - presentation with ERIC/PS?
  More aggressive approach to media (See letter attached)
  Network building with our general partners, other associations and organizations

Publications

* *Interchange* mailed December 10

* *1994 Conference Calendar*
  - Copies have been sent to each ERIC component.

* *A Pocket Guide to ERIC*
  - Permission has been granted to print without the final toll-free numbers.
  - Cover and layout have been completed. Sent to OERI for final Publications Review Board review.

* *All About ERIC*
  - Cover art completed.
  - Currently in Principle Operating Component review.

- **What's coming?**

  - *The ERIC Review* issues:

    Alternative Assessment, Vol. 3, No. 1
    Systemic Reform, Vol. 3, No. 2
    Teacher Development, Vol. 3, No. 3

ERIC Digests Online: Expansion Project (See separate handout)

Electronic Networks (Also see separate report)

- SERVE-Line users began downloading the 31 InfoGuides provided by ACCESS ERIC. They were downloaded 172 times the first month.

- InfoGuides developed for America Online and SERVE-Line were provided to America Tomorrow in January.

- The *1994 Conference Calendar* was sent to Keith Stubbs for the INet gopher.

Systemwide Coordination

- Dates and hotel have been finalized for 1994 Directors and Technical Meetings: September 19–22, 1994 at the Holiday Inn Old Town, Alexandria, Virginia.

- **What's coming?**

  1993 ERIC Annual Report

Fee for Service

- Sold 21 copies of *ERIC: In Action* in the first two months.

- What's coming?

  1994 Conference Calendar on disk

Collaborative Activities (See separate report)

ACCESS ERIC
1600 Research Boulevard, Rockville, MD 20850 • 1–800–LET–ERIC

ACCESS ERIC's Electronic Networking Activities
Status Report
ERIC Directors Meeting
January 20-21, 1994

AMERICA ONLINE

America Online. In Year 1, ACCESS ERIC worked with America Online to create an ACCESS ERIC bulletin board in the Teachers' Information Network of the Resource Pavilion. The bulletin board includes a message center and full text of such documents as *A Pocket Guide to ERIC*, the ACCESS ERIC introductory brochure, Parent-Teacher Brochures, *The ERIC Review*, and topical packages prepared with the Clearinghouses. Topical packages contain Digests, related information centers, and mini-searches. Some documents have been downloaded hundreds of times since their initial posting.

Because of the popularity of ACCESS ERIC's bulletin board, America Online recently consented to displaying it more prominently and reorganizing the section. In addition to maintaining existing files in Year 2, ACCESS ERIC staff will continue to enhance its section by:

- Preparing additional topical packages (InfoGuides) for display in a special section.

  STATUS: ACCESS ERIC has developed 10 InfoGuides for a library section of America Online. Additional InfoGuides that have been developed for the Internet AskERIC free library and for SERVE-Line will also be added to America Online.

- Providing for online access to the *ERIC Calendar of Education-Related Conferences* and the *ERIC Directory of Education-Related Information Centers*.

  STATUS: ACCESS ERIC has formatted and loaded the first three months of the 1994 ERIC Calendar of Education-Related Conferences. The remaining nine months are currently being formatted and will be uploaded in the coming weeks. As soon as the 1994 ERIC Directory of Education-Related Information Centers is available, it too will be formatted and uploaded.

- Posting bibliographies prepared by the ERIC Document Reproduction Service to increase paper copy orders.

  STATUS: ACCESS ERIC has formatted and uploaded 11 bibliographies provided by EDRS. These bibliographies were downloaded a total of 121 times during the month of December.

- Encouraging AOL management to provide direct access to the ERIC database for AOL users.

  STATUS: ACCESS ERIC has had several discussions with AOL management concerning providing the ERIC database to AOL members. These discussions have turned from purchasing the last few years of the ERIC Tapes to providing stylized access to an existing Internet access point to the ERIC database

ERIC Digests (1985–present) - ACCESS ERIC has formatted and uploaded all Digests added to ERIC during 1992.

Parent-teacher brochures - ACCESS ERIC has formatted and uploaded all past and present parent-teacher brochures (13).

InfoGuides on current topics - (discussed above)

ACCESS ERIC brochure - Has existed on AOL for just over a year and has been downloaded more than 500 times.

A Pocket Guide to ERIC - Has existed on AOL for just over a year and has been downloaded more than 650 times.

ERIC Calendar of Education-Related Conferences - The first three months of 1994 have been formatted and uploaded.

ERIC Directory of Education-Related Information Centers - The Information will be formatted and loaded as soon as it becomes available.

Selected Internet resources and digests - ACCESS ERIC has loaded a number of introductory Internet resources (ERIC-related and non-ERIC). These resources have been downloaded nearly 2,000 times.

Selected bibliographies on popular topics - (Discussed above)

Message area - ACCESS ERIC's current message area acts as a discussion group for people interested in education in general and ERIC. Activity in this area has increased in the last few months with new messages being posted daily.

LEVEL OF USER ACTIVITY ON AMERICA ONLINE:

To date, more than five thousand files have been downloaded from the ACCESS ERIC area on AOL. Over the last three months, we have averaged 431 downloaded files as well as hundreds of other accesses into an area that is not currently trackable.

NEA ONLINE

NEA Online is a private area on America Online for the exclusive use of National Education Association members. We are collaborating with NEA and the ERIC Clearinghouse on Teaching and Teacher Education to increase ERIC awareness and make a limited number of ERIC materials available to NEA members. In Year 1, ACCESS ERIC sent Conclusion Brochures, InfoGuides, and other general ERIC information to NEA to be uploaded in an ERIC section. ACCESS ERIC will continue to provide ERIC information to NEA for its ERIC section within the guidelines established by AOL. Exhibit 24 presents the schedule for NEA online.

Current status by type of information/service:

Brochures- ACCESS ERIC has provided NEA Online with all of their past and present Parent-Teacher Brochures, *A Pocket Guide to ERIC*, and the *ACCESS ERIC Brochure*.

InfoGuides- ACCESS ERIC has provided NEA Online with five of their most popular InfoGuides.

In the works- ACCESS ERIC has provided NEA Online with a list of ERIC Digests in order for NEA to choose the Digests that they feel best respond to the needs of their users. NEA, in turn, would provide us with the recent back issues (electronic and paper copies) of *Doubts and Certainties* for the EDO expansion project. Initial discussions have also taken place concerning the possibility of expanding AskERIC services to NEA Online members by placing an AskERIC icon within NEA Online.

AMERICA TOMORROW

America Tomorrow. America Tomorrow Leadership Information Service (ATLIS) and ACCESS ERIC collaborated in Year 1 to offer general ACCESS ERIC and ERIC information such as the *Pocket Guide*, *Striving for Excellence*, and the Conclusion Brochures online. Files on America Tomorrow are limited to no more than 2 pages because of the nature of the service.

Staff will continue to send updated publications information to keep America Tomorrow users aware of new contact and access information. In addition, staff are working with Jack Moore of ATLIS and Open Access to distribute ACCESS ERIC's reference and referral databases on searchable diskette. In Year 1, Mr. Moore prepared a prototype diskette of the *Directory of Education-Related Information Centers*. ACCESS ERIC will begin marketing this product in September and will work with Mr. Moore to develop and distribute the *Calendar of Education-Related Conferences* beginning in December. If these searchable diskette products are popular with users, we will collaborate to produce other ERIC products in the same format.

Current status by type of information/service:

Parent-teacher brochures

A Pocket Guide to ERIC

Striving for Excellence Digests

InfoGuides - All InfoGuides developed for SERVE-Line and America Online have been provided to America Tomorrow

LEVEL OF USER ACTIVITY ON AMERICA TOMORROW:

This information is not currently available, but we have requested it.

CompuServe

CompuServe. ACCESS ERIC will work with CompuServe to establish and operate an ACCESS ERIC library and message center. ACCESS ERIC's section will include InfoGuides—packets of information related to CompuServe users' frequently asked questions. Each InfoGuide will include the full text of several ERIC Digests, information from ACCESS ERIC's **Education-Related Information Centers Database** on agencies the user can contact for more information, and other pertinent information. The ACCESS ERIC section will also include Conclusion Brochures, Digests, conference information, information centers, and ERIC news.

Current status by type of information/service:

Selected ERIC Digests

Parent-teacher brochures- All past and present brochures have been made available (13).

ACCESS ERIC brochure

A Pocket Guide to ERIC- Currently available.

The ERIC Review (Volume 2, Issue 3)- Currently available

Selected bibliographies on popular topics- All eleven EDRS bibliographies have been added to CompuServe.

Message area- ACCESS ERIC's current message area acts as a discussion group for people interested in education in general and ERIC. Activity in this area has been nearly constant since ACCESS ERIC went live with new messages being posted daily.

LEVEL OF USER ACTIVITY ON CompuServe:

The ACCESS ERIC section on CompuServe contains a number of files provided by ACCESS ERIC and OERI staff. Downloads in this section currently average about 100 per month. The message center is currently being used on a daily basis.

GTE-Educational Services

GTE-Education Services (GTE-ES). For the past 3 years, Aspen has had a relationship with GTE-ES to house four ERIC and ACCESS ERIC information databases:

- ERIC Digests Online (produced by the ERIC Facility)
- ERIC Information Service Providers
- ERIC Calendar of Education-Related Conferences
- ERIC Directory of Education-Related Information Centers

In Year 1, staff discussed with GTE the possibility of offering the *Catalog of ERIC Clearinghouse Publications* online in conjunction with an online ordering system. This service would be one more way ACCESS ERIC could promote Systemwide publications and increase orders for all components. ACCESS ERIC will work in cooperation with GTE-ES to implement this system in Year 2.

Current status by type of information/service:

ERIC Digests Online
ERIC Database (last 6 years)
ERIC Information Service Providers
ERIC Calendar of Education-Related Conferences
ERIC Directory of Education-Related Information Centers

LEVEL OF USER ACTIVITY ON GTE:

Averages 10 hours per month.

SERVE-Line

SERVE-Line. ACCESS ERIC will continue to work with SouthEastern Regional Vision for Education (SERVE) to establish and operate an ACCESS ERIC section on SERVE-Line, its toll-free online bulletin board system for educators. ACCESS ERIC's section of the bulletin board will include InfoGuides—packets of information related to SERVE-Line users' frequently asked questions. Each InfoGuide will include the full text of two or three ERIC Digests along with information from ACCESS ERIC's **Education-Related Information Centers Database** on agencies the user can contact for more information.

SERVE-Line: There are currently 31 Frequently Requested Topics (FRT's) for users to download.

LEVEL OF USER ACTIVITY ON SERVE-LINE:

There have been 172 downloads in the month of December, the first operational month.

ACCESS ERIC and ERIC/IR Collaboration

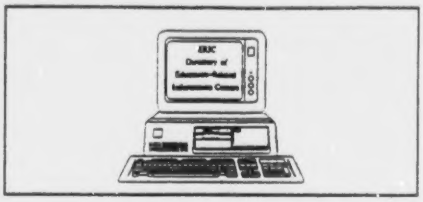
AE/IR Collaboration to Promote Electronic Access to ERIC. Given the growing interest in accessing ERIC through the Internet, ACCESS ERIC will continue to collaborate with the ERIC Clearinghouse on Information & Technology to publicize access information. To date, IR has prepared three reproducible help-sheets on accessing ERIC and the Internet:

- *Access Points to ERIC: Update 1992*;
- *Internet Basics*; and
- *Internet Access Points to ERIC.*

Another information sheet describes AskERIC. ACCESS ERIC staff mail, fax, and read copies of these instructions to users on demand at a rate of approximately 20 requests per week. We will continue to collaborate with IR to publicize information about AskERIC and public access to ERIC via the Internet, while observing the wishes of those sites that wish to limit Internet access to their patrons.

In addition, ACCESS ERIC and IR staff will cooperate to standardize offerings available to ERIC users on the Internet and commercial networks.

ERIC Directory of Education-Related Information Centers Now Available on Disk!



Looking for a speaker for your next PTA meeting? Trying to find new instructional materials and teaching ideas for your classroom? Need parent-oriented resources for your new drug prevention program? You can locate organizations that provide information, materials, and services that address these and other education-related topics by searching the 1993 ***ERIC Directory of Education-Related Information Centers*** on disk. The ***Directory*** includes profiles for 400 federally and privately funded national and regional organizations that provide such services and products as:

- reference and referral
- online searches
- publications
- technical assistance
- outreach
- information dissemination
- information syntheses
- audiovisual materials

Each entry includes the director and/or contact person and a brief description of the organization, its audiences, services, types of publications, and access procedures. You can search for any word, phrase, or concept that might appear anywhere in an organization's entry. Pull-down menus for beginners and mnemonic commands for experts support searching at all skill levels. And the ***Directory*** on disk supports full boolean logic (AND, OR, NOT), allowing you to further refine your search specifications. Once you've identified organizations of interest, you can read about them on your computer screen, print them, or copy them to disk.

The ***ERIC Directory of Education-Related Information Centers*** on disk operates on any IBM-compatible computer with DOS 2.0 or higher and 512k RAM (minimum). It offers fast performance—even on older computers equipped with 286 processors. Your hard disk must have at least 1.5 megabytes of space free. A color monitor is recommended but not essential.

The ***ERIC Directory of Education-Related Information Centers*** on disk is priced at $25. Hard copy of the ***Directory*** is also available for $20 and includes an organization name index, subject index, and geographic index. **Order both and receive a $5 discount for the set**, bringing your cost to $40. Free technical support is available from OPEN ACCESS Publishing Group, the company that created the electronic version of the ***Directory***. Order yours today!!

Return this order form to: ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850-3172, 1-800-LET-ERIC.

_____ ***ERIC Directory of Education-Related Information Centers*** **on disk @ $25 each**
Check the size disk you use **[ ] 5.25"/360k** **[ ] 3.5"/720k**

_____ ***ERIC Directory of Education-Related Information Centers*** **hard copy @ $20 each**

_____ **Set(s) (1 disk and 1 hard copy *Directory*) @ $40 each**

Total order $__________ (Postage and handling are included for U.S.; add $2.00 per item for Canada; $4.00 per item for foreign; purchase orders are accepted only from federal, state, and local government agencies)

[ ] Check/Money Order Enclosed [ ] Purchase Order Enclosed
Charge my: [ ] MasterCard [ ] Visa Charge card #______________________ Exp. Date

Authorized Signature______________________________ Phone number (____)________

Ship To:
Name: ______________________________ Title: ____________

Address: ____

City: State: Zip:

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FOR EDUCATION INFORMATION... CALL ACCESS ERIC

1-800-LET-ERIC

ACCESS
ERIC

Educational Resources Information Center
Office of Educational Research and Improvement
U.S. Department of Education

ACCESS ERIC
1600 Research Boulevard
Rockville, MD 20850-3172

Place
Stamp
Here

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YOUR GATEWAY TO THE NATION'S EDUCATION INFORMATION NETWORK

ACCESS ERIC is your gateway to ERIC—the Educational Resources Information Center. Education practitioners, librarians, policymakers, researchers, parents, and students can stay abreast of the most up-to-date developments in the education field through ERIC. ERIC's database, the world's largest single source of education information, contains citations of more than 750,000 documents and journal articles on education research and practice. You can access information on a wide range of subjects such as:

- Adult Literacy
- At-Risk Youth
- Computer Use in Education
- Drug-Free Schools
- Education Reform
- Financing College
- Health Education
- Learning Disabilities
- National Education Goals
- Preschool Programs

ERIC materials are available to the public at about 3,000 locations worldwide. The subject authorities within the ERIC network are the 16 clearinghouses and related adjunct clearinghouses, each of which specializes in different areas of education. Within their subject areas, the ERIC Clearinghouses acquire significant literature for the database, publish research summaries and other products, and provide reference and referral services. This national education information network is supported by the Office of Educational Research and Improvement, U.S. Department of Education.

Reference Services Link You to Education Information

ACCESS ERIC is a toll-free service to keep you informed of the wealth of information offered by the ERIC network and other education sources. ACCESS ERIC staff answer questions, refer callers to education sources, and provide information about the ERIC network.

ACCESS ERIC can help you use ERIC services and resources to enhance your education, career, or everyday life. For example:

- If you are a first-time or returning college student, ACCESS ERIC can send you financial aid information produced by the ERIC Clearinghouse on Higher Education and provide the telephone number for the Federal Student Aid Information Center.
- If you need to evaluate a curriculum or develop instructional materials, ACCESS ERIC can refer you to an ERIC Information Service Provider for a search of the ERIC database for relevant materials and recommend education-related information centers as resources.
- If you are a concerned parent who wants to be more involved in your child's education, ACCESS ERIC can help you identify important information about schools and gifted programs, send you a variety of pamphlets on questions commonly asked by parents about their child's education, and refer you to education information centers for additional publications and reference and referral services.

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. . . CALL ACCESS ERIC 1-800-LET-ERIC . . .

Resources Tailored to Your Information Needs

ACCESS ERIC produces several products in convenient formats to help you access and use the information available through the ERIC network. Educators, administrators, and policymakers will want to keep *A Pocket Guide to ERIC* at hand for quick reference. It provides addresses and telephone numbers for the ERIC subject-specific clearinghouses and tells where to order ERIC database documents. *All About ERIC* contains a more comprehensive and detailed description of the ERIC network. It is used by professors and librarians to give students an overview of ERIC services and products. It's also helpful to individuals interested in learning more about ERIC, performing an ERIC search, or ordering publications.

In addition to *A Pocket Guide to ERIC* and *All About ERIC*, other free and low-cost systemwide awareness publications available from ACCESS ERIC include:

The ERIC Review—This free journal provides education practitioners (especially teachers, professors, principals, and education students) with research and news they can use. It announces important ERIC developments, new products, and services; it also presents recent research findings and critical trends and issues in education.

Conclusion Brochure series—Written for parents and teachers, these popular pamphlets cover such timely topics as school meetings, gifted students, preschool programs, saying no to drugs, and parent involvement. Useful, easy-to-read, and free, the pamphlets offer answers to commonly asked questions, organizations to call for help, and additional reading material. Call 1-800-LET-ERIC for current titles.

ERIC Users' Interchange—This free newsletter, published twice a year, provides technical information on recent ERIC database developments to libraries, education media centers, and ERIC information service providers. It also provides general ERIC network news and ordering information for recent ERIC System publications.

Striving for Excellence—This compilation of 30 ERIC Digests is organized around the six National Education Goals. It summarizes research and program findings related to school readiness; high school completion; student achievement and citizenship; science and mathematics education; adult literacy and lifelong learning; and safe, disciplined, and drug-free schools. (Vol. 1, $5)

Resource and Referral Products Link You to Education Information

The ERIC System also offers a number of education resource and referral products, available in print and electronically. These include:

Catalog of ERIC Clearinghouse Publications—Educators, librarians, parents, and students will find nearly 500 current education titles—including teaching guides, bibliographies, research summaries, monographs, and more—published by ERIC's 16 subject-specific clearinghouses. Many of the publications are free; others are available at a minimal cost. The *Catalog* also includes ordering information and prices. ($10)

ERIC Calendar of Education-Related Conferences—The *Calendar* helps educators identify conferences important to their

CALL ACCESS ERIC 1-800-LET-ERIC

areas of interest. It provides information for nearly 500 international, national, regional, and state events on a broad range of topics in education. Subject, sponsoring organization, and geographic indexes help you locate conferences of interest quickly and easily. ($20)

ERIC Directory of Education-Related Information Centers—This useful reference for librarians, researchers, students, and agencies that make frequent referrals lists 350 organizations providing information relevant to education. It includes organizations covering 250 education-related topics—from achievement to youth programs—that offer a multitude of services such as online searches, technical assistance, publications, reference, and referral. ($20)

Directory of ERIC Information Service Providers—Research organizations, libraries, and schools will want a copy of this free directory for patrons and staff. It lists 1,000 agencies and organizations (including addresses, telephone numbers, and services) that provide computerized searches of the ERIC database, have a sizable collection of ERIC microfiche, and/or subscribe to and collect ERIC publications.

ERIC Digests Online—ERIC Digests Online (EDO) puts the full text of more than 500 two-page research syntheses at your fingertips. The Digests, produced by the ERIC Clearinghouses, cover a full array of timely education topics.

For information about online access to the Education-Related Information Centers, Education-Related Conferences, ERIC Information Service Providers, and ERIC Digests Online databases, call 1-800-LET-ERIC.

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ACCESS ERIC

To receive additional information about ERIC or to order publications, call 1-800-LET-ERIC or complete and return this order form to: ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850-3172.

☐ Send me more information about the ERIC network. (*A Pocket Guide to ERIC*/*All About ERIC*)
☐ Place me on your mailing list to receive regular updates about new ERIC products and services.
☐ I would like a free subscription to *The ERIC Review*.
☐ Send me ___ copies of the *1993 Calendar of Education-Related Conferences* @ $20 each.*
___ copies of the *1993 Catalog of ERIC Clearinghouse Publications* @ $10 each.*
___ copies of the *1993 ERIC Directory of Education-Related Information Centers* @ $20 each.*
___ copies of *Striving for Excellence*, Vol. 1 @ $5 each.

☐ Charge my MasterCard/VISA (circle one). Charge card # ______ Exp. date ______
Authorized signature ______ Total amount $ ______
☐ P.O. # ______ (P.O. orders accepted only from state/local government agencies and universities.)
Total amount $ ______
☐ Enclosed is my check or money order (in U.S. dollars) for $ ______

Name: ______ Title: ______
Address: ______
City/State/ZIP: ______ Daytime phone number: ______

* Includes U.S. shipping and handling. Add $2 per title for Canada orders/$4 per title for foreign orders.

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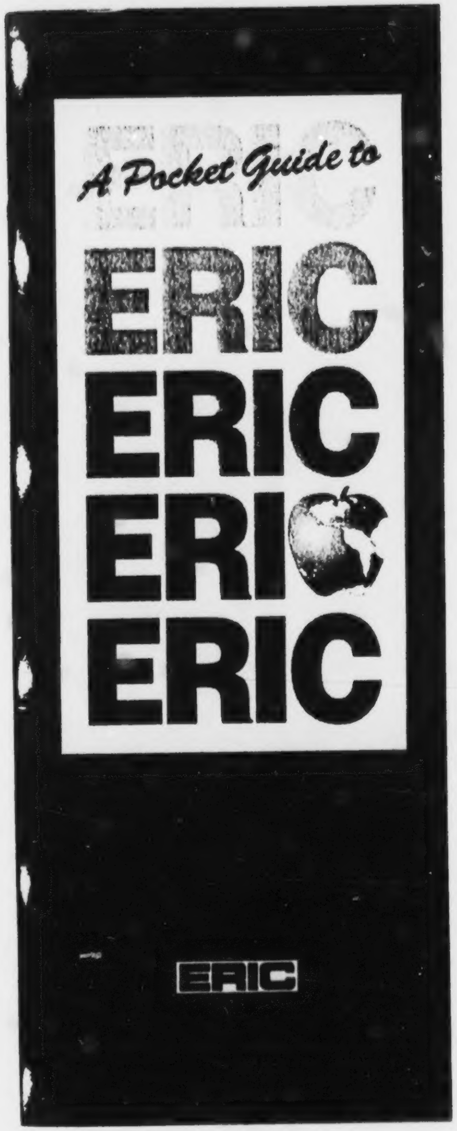

A Pocket Guide to

ERIC ERIC ERIC ERIC

ERIC

What Is ERIC?

The Educational Resources Information Center (ERIC) is a national information system designed to provide users with ready access to an extensive body of education-related literature. Established in 1966, ERIC is supported by the U.S. Department of Education, Office of Educational Research and Improvement.

The ERIC database, the world's largest source of education information, contains more than 800,000 abstracts of documents and journal articles on education research and practice. You can access the ERIC database online via commercial vendors and public networks, on CD-ROM, or through the printed abstract journals, *Resources in Education* and *Current Index to Journals in Education*. The database is updated monthly (quarterly on CD-ROM), ensuring that the information you receive is timely and accurate.

Who Uses ERIC?

- Teachers
- Administrators
- School board members
- Librarians
- Students
- Journalists
- Professors
- Researchers
- Parents
- Community members

The ERIC *System*

The ERIC system, through its 16 subject-specific clearinghouses, associated adjunct clearinghouses, and support components, provides a variety of services and products that can help you stay up to date on a broad range of education-related issues. Products include research summaries, bibliographies, reference and referral services, computer searches, and document reproduction.

ACCESS ERIC keeps you informed of the wealth of information offered by the ERIC components (listed on pages 12–17) and other education-related organizations. With its toll-free number, 1–800–LET–ERIC, ACCESS ERIC makes it easy for you to locate and obtain education information.

This booklet describes the resources available through ERIC and serves as a quick reference for answers to the most commonly asked questions, including:

Where do I call for education information? .... p. 3

What products does the ERIC system offer? .... p. 4

How can I access the ERIC database? .... p. 7

How can I order ERIC documents and journal articles? .... p. 9

How can I submit my work to the database? .... p. 11

How can I contact ERIC components? .... p. 12

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ERIC Reference and Referral Services

With the world's largest education database as their primary resource, ERIC staff can help you find answers to education-related questions, refer you to appropriate information sources, and provide relevant publications. Each year, ERIC staff answer more than 120,000 inquiries. Questions concerning the following should be directed to the sources listed:

Subject-Specific Topics

Subject-oriented questions should be directed to the particular ERIC Clearinghouse most closely associated with the subject matter involved (see list of clearinghouses on pp.12–17) or call ACCESS ERIC at 1–800–LET–ERIC for a referral.

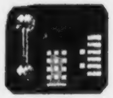
Computer Searches

Many people prefer to do their own ERIC searches at a library or through a commercial vendor or public network via their personal computer. If you need assistance, ERIC Clearinghouses will help you with your search strategy. To find out where you can have a search done, call any ERIC component for a referral from the *Directory of ERIC Information Service Providers*. To find out how you can access the ERIC database with a personal computer and a modem, call ACCESS ERIC at 1–800–LET–ERIC or send an e-mail message to acceric@inet.ed.gov.

ERIC Clearinghouse Publications

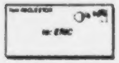
In addition to selecting and preparing documents for the ERIC database, the ERIC Clearinghouses produce reports, summaries, digests, and other free and low-cost resources within their subject area scopes. Contact the clearinghouse most closely associated with your interest area for its publication list or call ACCESS ERIC to order the *Catalog of ERIC Clearinghouse Publications* ($10).

Contact the ERIC Clearinghouses by:



Toll-free phone

E-mail



Letter

ERIC Systemwide Products

ERIC produces numerous products to help you access and use the information in the ERIC database.

Abstract Journals

ERIC produces on a monthly basis two abstract journals that are essentially print versions of the database. *Resources in Education* (RIE), which announces current education-related documents, can be obtained from the U.S. Government Printing Office (GPO) (202–783–3238). An annual subscription is $73; semiannual indexes are $30.* *Current Index to Journals in Education* (CIJE), which announces education-related journal articles, is available through Oryx Press (1–800–279–ORYX). The monthly subscription is $235; semiannual cumulations are also $235.

All About ERIC

This handy reference booklet provides basic information about searching the ERIC database and detailed descriptions of each component in the ERIC system and its products and services. Free copies are available from ACCESS ERIC (1–800–LET–ERIC).

Directory of ERIC Information Service Providers

This *Directory* lists the address, telephone number, and ERIC offerings (for example, CD-ROM, microfiche, *Thesaurus*) for more than 1,000 organizations that offer ERIC access to users. To order a free copy, call any ERIC component.

ERIC Database Tapes

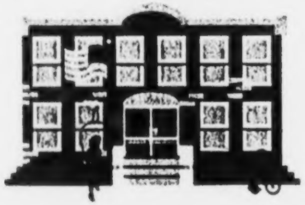
Institutions interested in purchasing computer tapes of the ERIC database and programming their own search interface may purchase tapes from the ERIC Facility (1–800–799–ERIC).

The ERIC Review

This journal keeps practitioners informed of important ERIC and education-related developments. For a free copy, contact ACCESS ERIC (1–800–LET–ERIC).

Thesaurus of ERIC Descriptors

The complete list of index terms used by the ERIC system, with a cross-reference structure and rotated and hierarchical displays, is available from Oryx Press (1–800–279–ORYX) for $69.50. This publication is very helpful in developing a database search strategy and is generally available at libraries and other locations where the ERIC database can be searched.



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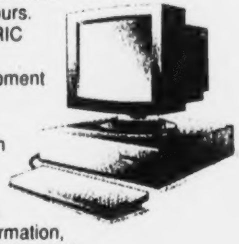
*All prices current as of February 1994; prices subject to change without notice.

ERIC Information Retrieval Services

The ERIC database is one of the most widely used bibliographic databases in the world. Last year, users from 90 different countries performed nearly half a million searches of the database. The ERIC database and related databases can be searched via the online and CD-ROM vendors listed below. Individuals with a computer and modem can also access ERIC through many public and commercial computer networks. Call 1–800–LET–ERIC for details.

The ERIC system also offers AskERIC, an Internet-based question-answering service for teachers, library media specialists, administrators, and parents developed by the ERIC Clearinghouse on Information & Technology. If you have questions about K–12 teaching and learning, child development, information technology, or educational administration, send them to **askeric@ericir.syr.edu**. Drawing on the extensive resources of the ERIC system, AskERIC staff will respond with an answer within 48 working hours. Similar AskERIC services are under development on several commercial networks such as America Online and CompuServe. For more information, contact ACCESS ERIC.



Online Vendors

BRS Information Technologies
8000 Westpark Drive
McLean, VA 22102–9980
Toll Free: (800) 955–0906
Telephone: (703) 442–0900
Fax: (703) 893–4632

Data-Star/Dialog
Plaza Suite
114 Jermyn Street
London SW1Y 6HJ
Telephone: +44 71 930 7646
Fax: +44 71 930 2581

DIALOG Information Services
3460 Hillview Avenue
Palo Alto, CA 94304
Toll Free: (800) 334–2564
Telephone: (415) 858–2700
Fax: (415) 858–7069

GTE Educational Network Services
5525 MacArthur Boulevard, Suite 320
Irving, TX 75038
Toll Free: (800) 927–3000
Telephone: (214) 518–8500
Fax: (214) 751–0964

OCLC (Online Computer Library Center)
6565 Frantz Road
Dublin, OH 43017–0702
Toll Free: (800) 848–5878
Telephone: (614) 764–6000
Fax: (614) 764–6096

CD-ROM Vendors

DIALOG Information Services
(see above)

EBSCO Publishers
83 Pine Street
P.O. Box 2250
Peabody, MA 01960–7250
Toll Free: (800) 653–2726
Telephone: (508) 535–8500
Fax: (508) 535–8523

National Information Services Corporation (NISC)
Wyman Towers, Suite 6
3100 St. Paul Street
Baltimore, MD 21218
Telephone: (410) 243–0797
Fax: (410) 243–0982

SilverPlatter Information, Inc.
100 River Ridge Drive
Norwood, MA 02062–5026
Toll Free: (800) 343–0064
Telephone: (617) 769–2599
Fax: (617) 769–8763

Reprints of ERIC Materials

ERIC Documents

The ERIC Document Reproduction Service (EDRS) is your resource for obtaining microfiche or paper copies of documents from the ERIC database, allowing you to:

- Access the latest education information for preparing papers, theses, position papers, reports, and bibliographies.
- Locate full-text documents.
- Build a low-cost education library.

In ERIC, documents are catalogued with an "ED" followed by six digits. EDRS provides full-text copies of most documents found in ERIC. ERIC's microfiche collection is available by monthly subscription from EDRS. EDRS also sells specialized microfiche collections and paper copies of individual documents on request. Fax and express mail service are available. To obtain price or ordering information, call EDRS at 1–800–443–ERIC.

ERIC Journal Articles

Journal articles are catalogued in ERIC with an "EJ" followed by six digits. You can obtain copies of many of these journals at a research library or through interlibrary loan. The two companies that provide reprint services for most journal articles found in ERIC are listed below.

University Microfilms International (UMI)
Article Clearinghouse
300 North Zeeb Road
P.O. Box 1346
Ann Arbor, MI 48106–1346
Toll Free: (800) 521–0600, Extension 2786
Telephone: (313) 761–4700
Fax: (313) 665–7075

Institute for Scientific Information (ISI)
Genuine Article Service
3501 Market Street
Philadelphia, PA 19104
Toll Free: (800) 523–1850
Telephone: (215) 386–0100
Fax: (215) 386–6362

To obtain journals that do not permit reprints and are not available from your library, write directly to the publisher. Addresses of publishers are listed in the front of each *Current Index to Journals in Education* (CIJE).

How To Submit Documents to ERIC

ERIC collects a variety of materials on a wide range of education-related topics. Examples of materials in the database include:

- Books
- Research reports
- Monographs
- Speeches and presentations
- Studies
- Instructional materials
- Teaching guides
- Manuals and handbooks
- Bibliographies
- Opinion papers

To have your material considered for inclusion in the ERIC database, please send one legible copy along with a Reproduction Release Form (available from any ERIC component) to the Acquisitions Department of the ERIC Clearinghouse most closely related to the subject matter. You may submit documents to the ERIC Processing and Reference Facility if you are unsure which clearinghouse is appropriate. (Addresses follow.)

ERIC *System Directory*

Federal Sponsor

Educational Resources Information Center (ERIC)
U.S. Department of Education
Office of Educational Research and Improvement (OERI)
555 New Jersey Avenue NW
Washington, DC 20208–5720
Telephone: (202) 219–2289
Fax: (202) 219–1817
Internet: eric@inet.ed.gov

Clearinghouses

Adult, Career, and Vocational Education
The Ohio State University
1900 Kenny Road
Columbus, OH 43210–1090
Toll Free: (800) 848–4815
Telephone: (614) 292–4353
Fax: (614) 292–1260
Internet: ericacve@magnus.acs.ohio-state.edu

Assessment and Evaluation
The Catholic University of America
210 O'Boyle Hall
Washington, DC 20064
Toll Free: To be announced
Telephone: (202) 319–5120
Fax: (202) 319–6692
Internet: eric_ae@cua.edu
Gopher: gopher.cua.edu, Special Resources

Community Colleges
University of California at Los Angeles
3051 Moore Hall
Los Angeles, CA 90024–1521
Toll Free: (800) 832–8256
Telephone: (310) 825–3931
Fax: (310) 206–8095
Internet: eeh3usc@mvs.oac.ucla.edu

Counseling and Student Services
University of North Carolina at Greensboro
School of Education
1000 Spring Garden Street
Greensboro, NC 27412–5001
Toll Free: (800) 414–9769
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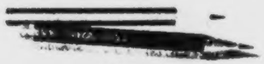

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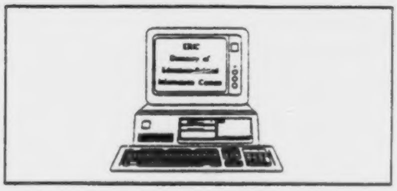

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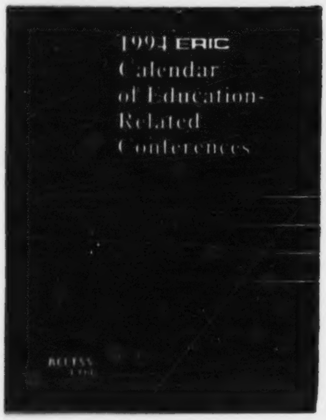

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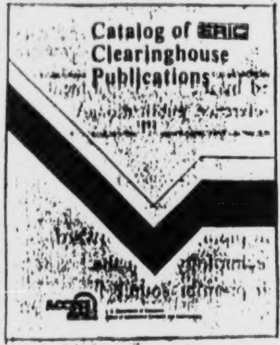

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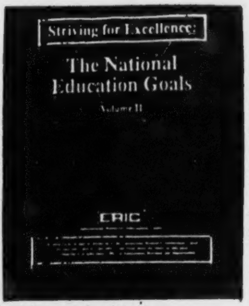

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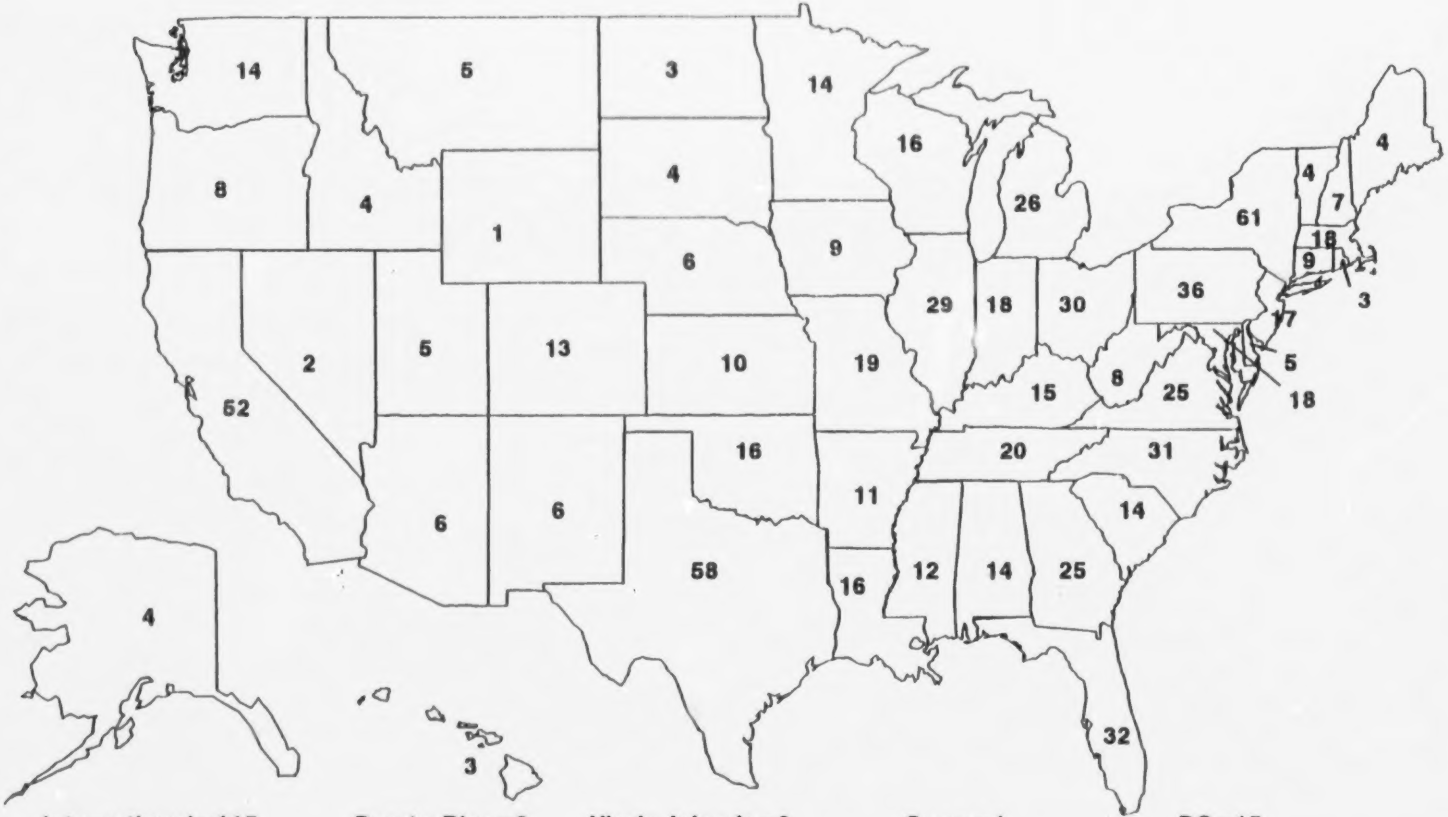
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International=115 Puerto Rico=9 Virgin Islands=2 Guam=1 DC=15

EDRS Status Report
Directors Meeting
January 20 - 21, 1993

- Standing Order Customer breakout as of 12/31/93:

Diazo	-	872
Silver	-	35
OERI	-	21

Total		928

Prior periods Standing Order Customer breakout:

	12/26/92	12/28/91
Diazo	848	827
Silver	36	35
OERI	21	21
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Total	905	883

This represents a 5.1% increase in Standing Order Customers from 12/91 to 12/93. This increase is attributable to an increase in foreign customers and an increase domestically of new Education Departments being started. Also, a number of schools are working in a current subscription into their budget and adding back collections as money becomes available either through grants or the budget process.

- On Demand Orders received increased from 9,421 in 1992 to 9,570 in 1993, an increase of 1.5%.

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✓ **Elementary and Early Childhood Education**
✓ **Higher Education**
✓ **Information and Technology**
✓ **Languages and Linguistics**
✓ **Reading, English, and Communication**
✓ **Rural Education and Small Schools**
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✓ **Social Studies/Social Science Education**
✓ **Teaching and Teacher Education**
✓ **Urban Development**

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Find out how societal trends have influenced school changes over the past 25 years through EDRS's **special publication tribute** to ERIC. Call 1-800-443-ERIC to order your copy of "Beyond Reading, Writing, and Arithmetic: A Retrospective Look at How Schools Have Responded to Changing Societal Needs."

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MEMORANDUM

From: Nancy Johnson
To: ERIC Clearinghouse and Support Component Staff
Date: September 22, 1993
Subject: EDRS Free ERIC Bibliographies

I am sending each Clearinghouse and support component a set of our most recent "hot topic" bibliographies. We compile these bibliographies each time a new release of SilverPlatter arrives using a very straightforward strategy of searching on major descriptors. The trickier searches, where multiple related descriptors might be appropriate, are performed by our education consultant Laura Colker.

The bibliographies are sent free-of-charge to requestors on our mailing list, primarily practitioners and school and media center librarians. These resources are not definitive compilations. Rather, they offer practitioners a handy reference to some documents in ERIC on 11 current topics. The three bibliographies that accompany our topical microfiche collections are compiled with the greatest care, however, and with at least an initial consultation with someone at a Clearinghouse.

These free resources are very popular. So popular, in fact, that we have stopped publicizing their distribution in paper copy. To reach more people (and save money, too) we are beginning to offer bibliographies over public and commercial networks. See them this fall on OERI's INet, American Online, CompuServe, and AskERIC. More networks will be added in the future.

If you have any suggestions for enhancing search strategies or improving our product (for minimal cost, of course), or if you have any questions or comments, please call me at 1-800-443-ERIC. I would be happy to talk with you about our nontraditional resources for practitioners.

cc: Pat Coulter

TOPICAL

MICROFICHE

Collections from ERIC®

■

ON

Multicultural Education

Alternative Assessment

Restructuring Schools

Black History and Culture

The Ins and Outs of Alternative Assessment: Outcome-Based Education and Other Innovations in Testing

In response to the many requests from school systems for information on outcome-based education (OBE) and other alternatives to traditional student assessment, the ERIC Document Reproduction Service (EDRS) is pleased to offer a special collection on this topic. Designed to meet the informational needs of teachers and administrators, this collection presents the state-of-the-art on OBE; performance-based education, classroom assessments, and student portfolios. Some of the topics included in this collection are:

- Outcome-based education as an approach to improving school quality;
- Case studies (e.g. Pasco, Washington and the Minnesota model) of states and districts where OBE has been adopted; and
- Comparisons of alternative assessment protocols with traditional testing techniques.

Infusing Multicultural Education Into Today's Schools

Throughout the United States, school districts and State Departments of Education have been making a commitment to multicultural education. This new special collection from the ERIC Document Reproduction Service (EDRS) offers teachers and administrators the most recent and relevant information on the topic. The collection includes specific resources, bibliographies, and activities on multicultural topics; evaluation reports of efforts of states and districts to implement multicultural curricula; and, step-by-step instruction on addressing the needs of a diverse student body through multicultural programming. Topics covered in this special collection include:

- Infusing multiculturalism into the arts, literature, history, and other subject areas, including physical education;
- Appreciating African-American, Native American, Asian, and Hispanic cultures; and
- A theoretical rationale for including multicultural education in school programming.

Restructuring America's Schools: A Blueprint for Action

Restructuring is central to educational reform. This new special collection from the ERIC Document Reproduction Service (EDRS) includes all documents on restructuring added to ERIC since 1988. This resource offers "hands-on" assistance to educational practitioners in all schools in their quest to better serve students. The collection includes exemplary programs, case studies, and actual guidelines for facilitating change at the local level. Examples of topics covered include:

- Developing a vision for change;
- The role of the principal in effecting reform;
- Teacher empowerment; and
- Decentralized budgeting and decision making.

Black History, Culture, and Literature: Curricula, Resources, and Activities in Honor of African-Americans

During Black History Month and throughout the year, Black achievements are a featured part of school programming. In this special collection from the ERIC Document Reproduction Service (EDRS), papers, curriculum guides, activities, and biographies are available for use in preschool-Grade 12 classrooms and school libraries. The materials in this collection include:

- Biographies of famous and lesser known African-Americans who contributed to America's growth and culture, ranging from W.E.B. DuBois to Spike Lee;
- Articles on the history and survival of Black colleges;
- Essays for and against the need for an Afrocentric curriculum;
- Bibliographies of African-American authors and poets; and
- Activitiy guides for infusing Black history into existing K-12 curricula.

These microfiche collections are offered on an annual subscription basis for a cost of $195 each. The full subscription package for each includes the base collection, quarterly updates of newly released documents, a microfiche storage box, and hardcopy index (also updated quarterly).

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Price: $35

This special publication is a tribute to the Educational Resources Information Center (ERIC), a national information system that provides ready access to an extensive body of education-related materials. To celebrate ERIC's enormous contribution in building and preserving the world's educational literature since its inception in 1966, this book is a compilation of articles that examines how societal trends have influenced school changes over the past 25 years.

This book presents and analyzes these articles in each of four major trend areas to show what was going on in schools from 1966-70, 1971-75, 1976-80, 1981-85, and 1986-present. The four major trends, which have caused the American school to enhance its role beyond the basic core curriculum, are:

- The high rate of child poverty,
- The influx of non-English speaking workers and immigrants,
- The "epidemic" rates of teenage pregnancy, and
- The widespread use of drugs and alcohol.

The evolution of the school's mission is shown through discussions of the major changes in the school's curriculum, including programs of compensatory education such as Head Start; bilingual education and ESL; sex education; and drug, alcohol, and values education.

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Why Order Subject-Specific Clearinghouse Collections?

Subject-specific document collections compiled by the 16 ERIC Clearinghouses are the answer to your information needs, if you have:

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- *Limited resources* to build an education library.

There is sure to be at least one Clearinghouse collection that addresses your interests from among the 16 subject areas of literature covered. (Refer to the listing on back side.)

ERIC has over 25,000 teaching guides and student instructional materials, as well as information on timely issues in education, for school administrators and practitioners. Universities, colleges, and community colleges rely on ERIC collections for their wealth of materials on research, practice, and professional development.

How are Clearinghouse Collections Compiled?

The ERIC Clearinghouses are the subject authorities of the ERIC network. These Clearinghouses support the continuing needs of the educational community by acquiring the most significant educational literature available within their subject areas. Clearinghouse subject experts select the highest quality and most relevant material for inclusion in the ERIC database and document collection.

What Kind of Information Makes Up a Clearinghouse Collection?

Each individual Clearinghouse collection offers a broad variety of information, which may include:

- Teaching Guides
- Instructional Materials
- Research Reports
- Issue Papers
- Conference Proceedings
- Project/Program Descriptions
- Bibliographies
- Tests and Measurement Instruments

In addition, ERIC Clearinghouse collections are treasure troves of information on current "hot topics" in education, such as multiculturalism, integrating the arts into classroom activities, alternative assessment, distance learning, and other education technology issues.

Who Can Help You Acquire Your Clearinghouse Collection?

Call 1-800-443-ERIC (3742) for price quotes, more information, or assistance from a customer service representative of the ERIC Document Reproduction Service (EDRS).

Clearinghouse collections, by the way, may be acquired by years or even by specific months if desired. An annual subscription through EDRS keeps your Clearinghouse collections current. Subscriptions entitle subscribers to receive microfiche copies of documents added to their Clearinghouse collections on a monthly basis.

ERIC Clearinghouses

Adult, Career and Vocational Education (CE)

All levels of adult and continuing education from basic literacy training through professional skills upgrading. The focus is upon factors contributing to the purposeful learning of adults in a variety of life situations usually related to adult roles (e.g., occupation, family, leisure time, citizenship, organizational relationships, retirement, and so forth).

Assessment and Evaluation (TM)

All aspects of tests and other measurement devices. The design and methodology of research, measurement, and evaluation. The evaluation of programs and projects. The application of tests, measurement, and evaluation devices/instrumentation in education projects and programs.

Community Colleges (JC)

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial/community organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions.

Counseling and Student Services (CG)

Preparation, practice, and supervision of counselors at all educational levels and in all settings. Theoretical development of counseling and guidance, including the nature of relevant human characteristics. Use and results of personnel practices and procedures. Group process (counseling, therapy, dynamics) and casework.

Disabilities and Gifted Education (EC)

All aspects of the education and development of persons (of all ages) who have disabilities or who are gifted, including the delivery of all types of education-related services to these groups. Includes prevention, identification and assessment, intervention, and enrichment for these groups, in both regular and special education settings.

Educational Management (EA)

All aspects of governance, leadership, administration, and structure of public and private educational organizations at the elementary and secondary levels, including the provision of physical facilities for their operation.

Elementary and Early Childhood Education (PS)

All aspects of the physical, cognitive, social, emotional, educational, and cultural development of children, from birth through early adolescence. Among the topics covered are: prenatal and infant development and care; parent education; home and school relationships; learning theory research and practice related to children's development; preparation of early childhood teachers and caregivers; and educational programs and community services for children.

Higher Education (HE)

All aspects of the conditions, programs, and problems at colleges and universities providing higher education (i.e., four-year degrees and beyond). This includes: governance and management; planning; finance; inter-institutional arrangements; business or industry programs leading to a degree; institutional research at the college/university level; Federal programs; legal issues and legislation; professional education (e.g., medicine, law); professional continuing education.

Information and Technology (IR)

Educational technology and library/information science at all academic levels and with all populations, including the preparation of professionals. The media and devices of educational communication as they pertain to teaching and learning (in both conventional and distance education settings). The operation and management of libraries and information services. All aspects of information management and information technology related to education.

Languages and Linguistics (FL)

Languages and language sciences. All aspects of second language instruction and learning in all commonly and uncommonly taught languages, including English as a second language. Bilingualism and bilingual education. Cultural education in the context of second language learning, including intercultural communication, study abroad, and international educational exchange. All areas of linguistics, including theoretical and applied linguistics, sociolinguistic, and psycholinguistics.

Reading, English, and Communication (CS)

Reading and writing, English (as a first language), and communications skills (verbal and nonverbal), kindergarten through college. Includes family or intergenerational literacy. Research and instructional development in reading, writing, speaking, and listening. Identification diagnosis, and remediation of reading problems. Speech communication (including forensics), mass communication (including journalism), interpersonal and small group interaction, oral interpretation, rhetorical and communication theory, and theater/drama. Preparation of instructional staff and related personnel in all the above areas.

Rural Education and Small Schools (RC)

Curriculum and instructional programs and research/evaluation efforts that address the education of students in rural schools or districts, small schools wherever located, and schools or districts wherever located that serve American Indian and Alaskan natives, Mexican Americans, and migrants, or that have programs related to outdoor education. Includes the cultural, ethnic, linguistic, economic, and social conditions that affect these education institutions and groups. Preparation programs, including related services, that train education professionals to work in such contexts.

Science, Mathematics, and Environmental Education (SE)

Science, mathematics, engineering/technology, and environmental education at all levels. The following topics when focused on any of the above broad scope areas: applications of learning theory; curriculum and instructional materials; teachers and teacher education; educational programs and projects; research and evaluative studies; applications of educational technology and media.

Social Studies/Social Science Education (SO)

All aspects of Social Studies and Social Science Education, including values education (and the social aspects of environmental education and sex education), international education, comparative education, and cross-cultural studies in all subject areas (K-12). Ethnic heritage, gender equity, aging, and social bias/discrimination topics. Also covered are music, art, and architecture as related to the fine arts.

Teaching and Teacher Education (SP)

School personnel at all levels. Teacher recruitment, selection, licensing, certification, training, preservice and inservice preparation, evaluation, retention, and retirement. The theory, philosophy, and practice of teaching. Organization, administration, finance, and legal issues relating to teacher education programs and institutions. All aspects of health, physical, recreation, and dance education.

Urban Education (UD)

The educational characteristics and experiences of the diverse racial, ethnic, social class, and linguistic populations in urban (and suburban) schools. Curriculum and instruction of students from these populations and the organization of their schools. The relationship of urban schools to their communities. The social and economic conditions that affect the education of urban populations, with particular attention to factors that place urban students at risk educationally, and ways that public and private sector policies can improve these conditions.

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Cumulative Microfiche Indexes

EDRS can also provide you with a set of six indexes, categorized by subject, author, title, sponsoring institution, ERIC descriptor, and ERIC identifier. Along with the purchase of these indexes, you receive abstracts of all documents added to ERIC during the year.

To receive copies of ERIC documents that you locate with your indexes, simply call EDRS at **1-800-443-ERIC**.

Establishment of the Ford Clinical Schools Clearinghouse as an ERIC Adjunct Clearinghouse

INTRODUCTION

Clinical schools, which are more widely known as professional development schools (PDSs), are among the most prominent and promising initiatives to emerge from efforts to reform schools, teaching, and teacher education. Significant resources have been invested in conceptualizing, developing, and implementing these schools. Funds from foundations (e.g., Ford, AT&T, and Exxon Foundations), state legislatures (e.g., Texas, Massachusetts), school districts, universities, and corporations have produced scores of PDS demonstration projects.

In January 1991, the Ford Foundation awarded to the American Association of Colleges for Teacher Education (AACTE) a grant to establish a Clinical Schools Clearinghouse (CSC) as a component of the Ford Foundation Clinical Schools Project (CSP). Oversight of the project has been shared by AACTE and the ERIC Clearinghouse on Teaching and Teacher Education (ERIC-SP).

The Clinical Schools Clearinghouse has four major purposes:

1. to provide a nationally identified source of information on clinical schools, professional development schools, partner schools, professional practice schools, and other similar institutions;

2. to acquire and process information on clinical schools and include this information in the ERIC database;

3. to produce publications on various aspects of clinical schools; and

4. to conduct a national survey of clinical schools.

Since CSC's inception, the staff has witnessed a growing interest in PDSs among members of the education community and others. It has also become evident that there is a need for an easily accessible source of information on PDS-related literature, which can be utilized by practitioners, researchers, policy makers, teacher educators, legislators, and others.

During its collaboration with the ERIC Clearinghouse on Teaching and Teacher Education (ERIC-SP), CSC has engaged in a number of activities that have advanced the objectives of both clearinghouses. Listed below is a sample of these activities.

Collaborative Activities between the ERIC Clearinghouse on Teaching and Teacher Education and the Clinical Schools Clearinghouse

1. The Clinical Schools Clearinghouse is a member of the Professional Development Schools Network, coordinated by the National Center for Restructuring Education, Schools, and Teaching (NCREST). The Network consists of representatives of networks, consortia, or other programs involved in clinical schools, professional development schools, etc. CSC's affiliation with both ERIC-SP and NCREST led to NCREST becoming an ERIC-SP partner in 1993.

2. Acquisition activities by the Clinical Schools Clearinghouse have resulted in standing acquisitions arrangements between the ERIC Clearinghouse on Teaching and Teacher Education and two institutions: the Holmes Group and the East Longmeadow/University of Massachusetts Professional Development School.

3. Clinical Schools Clearinghouse publications and factsheets have been disseminated during ERIC-SP workshops and conference exhibits. In addition, CSC staff have worked at ERIC-SP exhibits to answer questions, perform ERIC searches, and solicit materials related to clinical schools.

4. To date, CSC has solicited and received more than 300 information pieces, the majority of which have been abstracted and indexed, or are in the process of being abstracted and indexed, for inclusion in the ERIC database. Prior to January 1991, when CSC began operating, there were fewer than 25 identified PDS-related resources in ERIC. At present, there are approximately 140 on the CD-ROM versions of the database and more on-line.

5. To facilitate retrieval of PDS-related materials from the ERIC database, CSC and the ERIC Clearinghouse on Teaching and Teacher Education researched and prepared a submission to the central ERIC facility requesting the inclusion of the term "professional development schools" in the Thesaurus of ERIC Descriptors. Other terms, reflecting concepts and practices of particular relevance to PDSs (e.g., "teacher development") have also become ERIC identifiers, as has "professional development schools," through the efforts of CSC.

6. CSC staff have produced two ERIC digests, four mini-bibliographies, and an annotated bibliography on topics related to professional development schools. These publications feature ERIC sources and are disseminated through ERIC-SP's distribution network. (Attachment 1 lists CSC publications. An asterik indicates publications that have been abstracted and indexed for ERIC.)

The mutually beneficial collaboration between the ERIC Clearinghouse on Teaching and Teacher Education and the Clinical Schools Clearinghouse will be strengthened and enhanced with the establishment of CSC as an ERIC adjunct clearinghouse.

RATIONALE

1. Official position as an ERIC adjunct clearinghouse will result in CSC being listed in directories, descriptions, and listings of ERIC system components, thereby publicizing CSC's existence and function. It is anticipated that this wider circle of knowledge will increase the number of transfers and initial submissions of PDS-related documents to the ERIC Clearinghouse on Teaching and Teacher Education.

2. Official position as an ERIC adjunct clearinghouse will enable CSC to collaborate with ERIC-SP on several planned publications, including an analysis of data gathered in a national survey of PDSs to be conducted by CSC during 1993-1994.

3. Adding the Clinical Schools Clearinghouse as an adjunct clearinghouse to the ERIC Clearinghouse on Teaching and Teacher Education will provide ERIC-SP with additional sources of conferences, meetings, other outreach opportunities, and with supplemental personnel to cover these activities.

4. CSC's growing network of contacts with PDS projects and institutions engaged in developing or researching PDSs will provide ERIC-SP with additional sources for standing acquisitions arrangements, clearinghouse partners, documents and authors and reviewers for ERIC-SP publications.

5. Adding the Clinical Schools Clearinghouse as an adjunct clearinghouse to the ERIC Clearinghouse on Teaching and Teacher Education will facilitate collaboration on several projects.

- an electronic bulletin board focusing on PDS-related information
- a national survey of PDS projects
- production of information packets and other resources that are practice-oriented

/adjunct

ATTACHMENT 1

Clinical Schools Clearinghouse

Publications

- *Resources on Professional Development Schools: An Annotated Bibliography* (1993)*
- *Professional Development Schools: A Directory of Projects in the United States* (1992) *
- *Professionalizing Teaching: Is There a Role for Professional Development Schools?* ERIC Digest 91-3 (1992)*
- *Teacher Education and Professional Development Schools*, Mini-Bibliography No. 4 (1992)
- *Professional Development School Projects*, Mini-Bibliography No. 1 (1991)
- *Collaboration Within the Context of Professional Development Schools*, Mini-Bibliography No. 2 (1991)
- *Professional Development Schools and Educational Reform: Concepts and Concerns*, ERIC Digest 91-2 (1991)*
- *Professional Development Schools: Principles and Concepts*, Mini-Bibliography No. 3 (1991)

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CONTACT: Tom Ewing, Kevin Gonzalez or
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WORLD'S LARGEST TEST COLLECTION LIBRARY GOES ON LINE

PRINCETON, N.J. (Oct. 28, 1993) -- The world's largest collection of test records will soon be available internationally on Internet, officials at Educational Testing Service announced today.

The 9,531 ETS Test Collection descriptions will be available this November on Internet through the U.S. Department of Education's ERIC Clearinghouse on Assessment and Evaluation, located at Catholic University of America, in Washington, D.C. The ERIC Clearinghouse will also add the educationally oriented tests in the collection to its own data base.

The ETS Test Collection contains information on tests important to the fields of research, education, business and health. For each test, ETS provides information on the author, source, availability, target population, purpose and scope. The tests are organized into eight broad categories:

- achievement
- aptitude
- attitudes and interests
- personality
- sensory-motor skills
- special populations
- vocational/occupational
- miscellaneous

-more-

Data base/2

"ERIC has had great success using Internet to directly reach the education community," says Bob Stonehill, director of the ERIC Program at the U.S. Department of Education. "The materials we've made available through 'GOPHER' -- a user-friendly system for obtaining information on Internet -- are being used by thousands of people each week. We're very pleased to work with ETS to provide that same level of international access to their test collection data base."

"This service will make test descriptions available to educators and researchers around the world," says Janet Williams, director of Library and Reference Services at ETS. "There's a growing demand for up-to-the-minute information on tests and testing. Now, all it takes is a personal computer with a modem."

The ETS collection represents tests and research instruments from ETS's own testing programs as well as other major test publishers in the United States and abroad. Under the agreement reached with the U.S. Department of Education, ETS will provide descriptive records of approximately 250 new measurement tools annually. These test records will be added to the collection available on Internet; in addition, these test records related to the broad field of education will also be entered into the ERIC data base.

The ETS Test Collection will be able to be searched in a matter of minutes. Users must have access to a computer that has "GOPHER" access to Internet. To access the collection, users would type GOPHER CUA.EDU. This will present the

-more-

Educational Testing Service is America's largest private educational measurement institution and a leader in educational research. A non-profit organization with headquarters in the Princeton, New Jersey area, ETS has regional offices in California, the District of Columbia, Georgia, Illinois, Massachusetts, Puerto Rico, and Texas, as well as work in more than 170 other countries.

Data base/3

user with a menu of options from Catholic University. The data base may be found under the heading "ERIC Clearinghouse and Test Collection."

"We're extremely excited about making this service widely available," says Larry Rudner, director of the ERIC Clearinghouse on Assessment and Evaluation.

ETS is the world's largest private educational measurement institution and a leader in educational research. It develops and administers achievement, occupational and admission tests, such as the SAT for the College Board, for clients in education, government and business. ETS has six regional offices and annually administers 9 million exams in the United States and 180 other countries.

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93-70

ERIC

Announcing

ABA's National Law-Related Education Resource Center

An Adjunct ERIC Clearinghouse for Law-Related Education

The National Law-Related Education Resource Center (NLRC) has broadened its scope by becoming the newest addition to the Educational Resources Information Center (ERIC) system. As the Adjunct Clearinghouse for Law Related Education, in cooperation with the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS), NLRC will now make its resources available to a wider audience than ever before.

What Is the National Law-Related Education Resource Center?

The American Bar Association's Public Education Division created the NLRC in 1991 to collect and disseminate information on law-related education (LRE) programs and resources, substantive legal topics, funding sources, and teacher and resource leader training opportunities. Today, the NLRC serves K-12 schools, college and university students as well as the general public. NLRC also produces newsletters, technical assistance papers, anthologies, bibliographies, and books on LRE resources, such as 319 Current Videos and Software for K-12 Law-Related Education.

What is ERIC?

ERIC is the world's largest and most widely used educational database. It is organized into several clearinghouses that acquire current educational materials in their subject field. Offering services worldwide, ERIC provides ready access to educational documents through its information storage and retrieval system. Among these materials are curriculum guides, teaching units, bibliographies, articles, and research reports. Document information is announced in Resources in Education (RIE); journal articles are announced in Current Index to Journals in Education (CIJE).

What Is an Adjunct ERIC Clearinghouse?

The establishment of an adjunct ERIC clearinghouse allows for greater, more comprehensive coverage of a particular area of study within the scope of the larger clearinghouse. The Adjunct ERIC Clearinghouse for Law-Related Education expands the LRE content within the broader clearinghouse for Social Studies/Social Science Education (ERIC/ChESS), which monitors trends and issues about the teaching and learning of many social studies topics, including LRE. Many of the resources included in the adjunct clearinghouse database are cross-referenced in ERIC. People accessing ERIC to search for law-related topics will now find a larger number of documents in the field and will be referred to even greater numbers of materials available through NLRC. As the Adjunct ERIC Clearinghouse for LRE, the NLRC broadens the scope of available resource information that can otherwise be accessed through the ERIC system, such as videotapes, curriculum kits, computer software, and conference agenda.

Who can get services from the National Law-Related Education Resource Center?

The Resource Center is available to anyone by telephone, mail, or FAX. Among our target audiences are K-12 educators, attorney's, college-level faculty, and community organizations working to improve public understanding about the law. Contact: NLRC, ABA Division for Public Education, 541 N. Fairbanks Ct., Chicago, IL 600611-3314, 312-988-5735, FAX 312/988-5032.

How can I submit products for Inclusion in the National Law-Related Education Resource Center?

If you have LRE documents you would like to submit to the National Law-Related Education Resource Center and the ERIC database, send two copies to Paul Nessel, ABA/PED, 541 N. Fairbanks Court, Chicago, IL 60611-3314. We are interested in LRE products such as: teaching/learning materials, curriculum guides and kits, videotapes, software, conference papers and agenda, and research reports. If you have any questions, call 312-988-5735.

resource.b\eric.wp1/25/94.3

5/19/93
Draft #3
Brandhorst

ERIC PROCESSING POLICY

FOR

ELECTRONIC JOURNALS AND ELECTRONIC ARTICLES

1. DEFINITIONS

Electronic Journal - An electronic journal is a journal the content of which is available in electronic form. An electronic journal may be published in electronic form only or in both electronic and print forms. An electronic journal, when consulted in its electronic form, is usually viewed on a video display terminal or printed out on a printer connected to a computer.

Electronic Article - An electronic article is a single article appearing in an electronic journal. An electronic article is analogous to a regular journal article, varying only in its medium (i.e. electronic rather then print).

Bibliographic Levels of Journals - The following bibliographic levels of a journal (regular or electronic) can be identified for processing purposes and for discussion:

- Journal Level (i.e., the entire, complete journal, birth to death; the generic level)
- Journal "Run" Level (e.g., a year or more worth of issues or output)
- Journal Issue Level (i.e., a single issue or update)
- Journal Article Level (i.e., a single article)

II. BASIC ERIC POLICY ON AVAILABILITY

All documents or articles processed into the ERIC database must be available to users, both now and in the future. Most documents are archived by ERIC on microfiche and are available from EDRS. Documents that are not archived by ERIC on microfiche must have a source of availability and future access outside ERIC (e.g. a publisher) that can be specified in detail (i.e., name, address, price).

Correspondingly, journals are covered by ERIC (in CIJE) only if their publisher, availability, and price can be specified in CIJE's "Source Journal Index". Seventy five (75%) of the articles in CIJE are available from the UMI journal article reprint service. It is mandatory that UMI-available articles be identified in their records as such.

The creation of large numbers of ERIC records for items that a few years into the future could not be obtained would be frustrating for users and detrimental to the database. It is ERIC's basic policy to avoid creating database records for items that are or may become inaccessible to users.

III. ELECTRONIC JOURNAL ACCESSIBILITY CONCERNS

Electronic journals and their articles being published now may, of course, be consulted electronically now. However, future accessibility, after electronic publication may have ceased, can be problematic and is the main issue constraining the processing of electronic items into the ERIC database.

The policy stated here requires a guarantee of future accessibility for items at the article, issue, and run level. It does not require such a guarantee at the overall journal level (on the analogy that an electronic journal that ceases publication would be somewhat like a Level 3 commercial book that went out-of-print at the publisher).

IV. PROCESSING POLICY

A. Journal Level (RIE entry only)

A single entry for an entire electronic journal may be created for RIE at either Level 1, 2, or 3. The entry should provide full information concerning the publication's electronic address and how to access it. Standards for citing this information will be provided in the ERIC Processing Manual (EPM).

If an electronic journal also has a regular printed form and availability outside ERIC, that information should be cited by ERIC.

If an electronic journal has ceased publication and ERIC can obtain a printed-out version of the entire item, that should be acquired and processed as a single Level 1 or 2 document.

B. Journal "Run" Level (RIE entry only)

A single entry for a lengthy "run" of an electronic journal may be created only at Level 1 or 2, i.e., only when ERIC can serve as the archiving agency for the run. If some other organization is the archiving agency for the journal, then the journal should be entered into RIE at the journal level alone (see IV. A above).

C. Journal Issue Level (RIE entry only)

An entry for a single issue of a journal is only appropriate in the case of a "theme" issue that can be treated as if it were a monograph on the topic.

An entry in RIE for a theme issue of an electronic journal can be created only at Level 1 or 2.

D. Journal Article Level (CIJE if archived adequately; RIE if not and reproduction permission obtainable)

If the publisher of an electronic journal has provided for the non-ERIC archiving and future guaranteed accessibility of the journal (and its articles) in either paper copy, microfiche, or electronic form, then the articles from that journal should be entered into CIJE, just as any other journal article. It is the responsibility of the ERIC Clearinghouse processing the journal to judge whether the archiving arrangements will provide future ERIC users with adequate accessibility to the journal's articles.

If an electronic journal has no archiving provisions, an electronic article may be processed into RIE at Level 1 or 2 if ERIC can obtain reproduction permission for the printed-out article. This is permissible on the analogy of the current exception made for articles from "obscure" journals.

If an electronic journal has no archiving provisions and Level 1 or 2 permission cannot be obtained for an article, then the article cannot be entered into the ERIC database (neither RIE nor CIJE). In this event, the only recourse is entry of the journal into RIE at the overall journal level (see IV. A above).

Educational Resources Information Center (ERIC)

By

Ted Brandhorst, Director

ERIC Processing and Reference Facility
1301 Piccard Drive, Suite 300
Rockville, Maryland 20850-4305
Telephone: 301-258-5500
FAX: 301-948-3695
800: 800-799-3742
Internet: ericfac@inet.ed.gov

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Database Size and Growth

The ERIC database consists of two files: *Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE). The ED records announced in RIE represent documents; they are approximately 1800 characters long on average. The EJ records announced in CIJE represent journal articles; they are approximately 650 characters long on average. Overall, the ERIC database through 1993 contains 353,419 records for documents and 468,113 records for journal articles, for a grand total of 821,532 bibliographic records. Approximately 13,000 document records and 18,000 article records are added annually, for a total of 31,000 records per year. Overall, the ERIC database through 1993 is approximately 943 million bytes in size and growing at a rate of around 35 million bytes per year.

	Number of Records		
File	**1966-1992**	**1993**	**Total**
Resources in Education (RIE) ED Records, 1966 -	341,419	12,000	353,419
Current Index to Journals in Education (CIJE) EJ Records, 1969-	449,542	18,571	468,113
	790,961	30,571	821,532

ERIC Clearinghouse Competition

The contracts for all 16 ERIC Clearinghouses were competed during the first six months of 1993, a factor that constituted a major distraction for all components during that period. After the dust had settled, two Clearinghouses had relocated and seven had changed their names, as reflected in the table below:

Old Name	New Name	New Location
Counseling and Guidance	Counseling and Student Services	University of North Carolina at Greensboro
Reading and Communication Skills	Reading, English, and Communication	
Handicapped and Gifted Children	Disabilities and Gifted Education	
Information Resources	Information and Technology	
Junior Colleges	Community Colleges	
Teacher Education	Teaching and Teacher Education	
Tests, Measurement, and Evaluation	Assessment and Evaluation	Catholic University of America

Adjunct Clearinghouses

Adjunct Clearinghouses are organizations that, at no cost to ERIC, assist ERIC in covering a specialized segment of the literature of education. Two new adjunct Clearinghouses were established in 1993, as follows:

Adjunct ERIC Clearinghouse on Clinical Schools
American Association of Colleges for Teacher Education (AACTE)
One Dupont Circle, NW, Suite 610
Washington, DC 20036-1186
Telephone: 202-293-2450
FAX: 202-457-8095
Internet: aabdalha@inet.ed.gov
Note: Adjunct to: ERIC Clearinghouse on Teaching and Teacher Education (SP)

Adjunct Test Collection Clearinghouse
Educational Testing Service (ETS)
ETS Test Collection
Rosedale and Carter Roads
Princeton, New Jersey 08541
Telephone: 609-734-5737
FAX: 609-683-7186
Internet: mhalpern@rosedale.org
Note: Adjunct to: ERIC Clearinghouse on Assessment and Evaluation (TM)

800 Numbers/Internet Addresses (for all ERIC Components)

All ERIC components have recently acquired (or are in the process of acquiring) national toll-free 800 numbers, for the benefit of users. In addition, all ERIC components have now acquired Internet addresses and connectivity. These two developments should result in a marked increase systemwide in question-answering and other reference activity.

ERIC Component	800 #	Internet #
ERIC Program Office Office of Educational Research and Improvement (OERI)	---	eric@inet.ed.gov
ACCESS ERIC	800-538-3742	acceric@inet.ed.gov
ERIC Document Reproduction Service (EDRS)	800-443-3742	edrs@gwuvm.gwu.edu
ERIC Processing and Reference Facility	800-799-3742	ericfac@inet.ed.gov
Oryx Press (CIJE Publisher)	800-279-6799	arhjb@asuvm.inre.asu.edu
ERIC Clearinghouse on/for:		
Adult, Career, and Vocational Education	800-848-4815	ericacve@magnus.acs.ohio-state.edu
Assessment and Evaluation	---	eric_ae@cua.edu
Community Colleges	800-832-8256	eeh3rie@mvs.oac.ucla.edu
Counseling and Student Services	800-414-9769	ericcass.uncg.ed
Disabilities and Gifted Education	800-328-0272	ericec@inet.ed.gov
Educational Management	800-438-8841	ppiele@oregon.uoregon.edu
Elementary and Early Childhood Education	800-583-4135	ericeece@ux1.cso.uiuc.edu
Higher Education	---	eriche@inet.ed.gov
Information & Technology	800-464-9107	eric@ericir.syr.edu
Languages and Linguistics	800-276-9834	jeannie@cal.org
Reading, English, and Communication	800-759-4723	ericcs@ucs.indiana.edu
Rural Education and Small Schools	800-624-9120	u56d9@wvnvm.wvnet.edu
Science, Mathematics, and Environmental Education	---	ericse@osu.edu
Social Studies/Social Science Education	800-266-3815	ericso@ucs.indiana.edu
Teaching and Teacher Education	---	jbeck@inet.ed.gov
Urban Education	800-601-4868	cue-eric@columbia.edu
Adjunct ERIC Clearinghouses on:		
Chapter 1 (Compensatory Education)	800-456-2380	---
Clinical Schools	---	iabdalha@inet.ed.gov
Consumer Education	---	cse_bonner@emunix.emich.edu
ESL Literacy Education	---	---
Test Collection	---	mhalpern@rosedale.org
United States-Japan Studies	---	risinger@ucs.indiana.edu

ERIC Document Reproduction Service (EDRS) — 1994 Prices

The ERIC Document Reproduction Service (known conveniently as EDRS) is the document delivery arm of ERIC and handles all subscriptions for ERIC microfiche and on-demand requests for reproduced paper copy or microfiche. During 1993, the volume of Standing Order Customers (SOCs) subscribing to the total ERIC microfiche collection (about 12,750 titles, or 17,000 fiche cards, for approximately $2000 annually) rose above the 900 level for the first time after several years in the 800 range. SOCs include over 100 overseas addresses.

EDRS Prices were increased effective January 1, 1994, to the following:

Product	Price (1994)**
Microfiche (price per card)*	
Monthly subscription	$0.120 (diazo)
(approximate annual costs $2,000)	$0.249 (silver)
Back collections (1966-previous month)	$0.146
Clearinghouse collections	$0.280
On-demand documents	
Per title (up to 5 fiche = 480 pages)	$1.23
Each additional fiche (96 pages)	$0.25
Reproduced paper copies	
First 1-25 pages	$3.53
Each 25-page increment (or part thereof)	$3.53
1993 Cumulative indexes on microfiche	
Subject, author, title, institution, descriptor, and identifier indexes	$75.00

*Diazo, unless otherwise specified
**Prices do not include shipping. Prices are valid for calendar 1994.

ERIC Usage Fees (Plan Withdrawn)

In April 1993, the Director of ERIC announced that the tentative plan to charge online and CD-ROM vendors a 10% usage fee for use of the ERIC database in electronic form was being withdrawn indefinitely due to objections from the Information Industry Association (IIA) and the American Library Association (ALA). The objective had been to use the income from usage fees for needed system improvements.

Access ERIC

In 1993, ACCESS ERIC, the ERIC System's outreach component, fielded more than 1,200 information requests per month, most of them through the toll-free line, 1-800-LET-ERIC. ACCESS ERIC also continued to work with the increasing number of computer networks, such as America Online, America Tomorrow, CompuServe, and GTE Educational Network Services, to provide ERIC information to the burgeoning number of users of these systems.

To aid librarians and other ERIC providers, ACCESS ERIC began in 1993 an extensive revision of the systemwide brochure, *All About ERIC*. The totally new *All About ERIC*, which will include reproducible worksheets and reference sections, will be available by Spring 1994. Other publication highlights of 1993 included the release of *Striving for Excellence: The National Education Goals, Vol. II*, a compilation of Clearinghouse-produced ERIC Digests particularly relevant to the national education goals, and the production of both print and computer disk versions of the comprehensive *ERIC Directory of Education-Related Information Centers*.

To broaden awareness and use of the ERIC System, ACCESS ERIC, working with the ERIC Public Information Task Force, developed and disseminated 500 press kits to education, library, and general media members. In the Fall of 1993. ACCESS ERIC, in conjunction with the ERIC Document Reproduction Service (EDRS), launched a promotional campaign to inform librarians and other information providers about the latest ERIC developments. The campaign was kicked off with an ad in the journal *American Libraries* and "Know It All" kit for all those responding to the ad.

ERIC on CD-ROM

The ERIC database is now offered on CD-ROM systems by four vendors, with perhaps more to follow. (A fifth vendor, OCLC, which announced in 1988, dropped out in 1992, bequeathing its subscribers to SilverPlatter.) The companies, their telephone numbers, and the year they first announced their product are as follows:

Company	Year Announced	Telephone Number
SilverPlatter	1986	617-769-2599
DIALOG Information Services	1987	415-858-2700
EBSCO	1993	508-535-8500
National Information Services Co. (NISC)	1993	410-243-0797

ERIC Digests

ERIC Digests (two-page concentrated treatments of key education topics, with suggestions for further reading) continue to be the most popular form of ERIC publication. The Clearinghouses each produce approximately 10 Digests per year, for a systemwide total of around 150 annually. Through March 1993, ERIC had produced a total of 1504 Digests, of which 1339 have been entered into the ERIC database (the remaining 165 are considered out-of-date or obsolete).

Of the 1339 in the database, 1062 have had their full text added to their basic bibliographic record and can be read or downloaded in full text via both the online and CD-ROM systems that carry the ERIC database. The full text of these 1062 ERIC Digests has also been made available from several locations via the Internet.

In January 1994, the next update to the Digest full text file will add approximately 150 new ERIC Digests and will also begin to add for the first time Digest-like publications from non-ERIC sources.

A printed bibliography describing all ERIC Digests through March 1993 can be obtained from the ERIC Facility.

ERIC Ready References

ERIC Ready References are brief handouts (usually one page, front and back) on database-related topics repeatedly of interest to users, e.g., ERIC component names, addresses, and telephone numbers; document types in the database; microfiche and document prices by size of document; accession number ranges by year; digest titles; etc. New ERIC Ready References are created regularly in response to user suggestions. During 1993, the following new titles were generated:

ERIC Ready Reference Number	Title	Date Published
17A&B	Journals Currently Covered by CIJE A - (Arranged by Title) B - (Arranged by Clearinghouse)	Jul 1993
18	Field Labels/Tags in Use by Online and CD-ROM System Vendors for the ERIC Database	Jul 1993
19	ERIC-at-a-Glance: ERIC System Components Graphically Displayed	Aug 1993

All Ready References can be obtained free of charge from the ERIC Facility

Publications About ERIC

In January 1993, ERIC published "The Educational Resources Information Center (ERIC): An Annotated Bibliography of Documents and Journal Articles about ERIC (Covering the Period 1960-1993)" (ED-355 974). This comprehensive compilation contains a total of 689 citations (574 to items in the database; 115 to items not in the database). It supersedes all previous bibliographies on this topic. It can be obtained free from the ERIC Facility.

The *ERIC Annual Report* remains the best summary of ERIC's last full year of operations. It is available free of charge from ACCESS ERIC (800-LET-ERIC) and is also entered into the database as soon as available.

Books in ERIC

Beginning in 1993, a policy decision was reached that ERIC should begin to cover *education-related* books, including the output of major commercial publishers. This literature had previously not been covered because it was copyrighted and could not be microfiched by ERIC and because it was already under good bibliographic control by conventional library mechanisms. During 1993, as a result of this new policy, a total of nearly 500 books were cataloged into the ERIC database. In 1994, it is anticipated that perhaps as many as 1000 books will be accessioned. The publisher's address or other source of availability, and price, is always included in the ERIC resume. Such items can be identified in searching by the Publication Type code 010 (representing "Books").

ERIC Videotape

The ERIC Clearinghouse on Information and Technology (IR) has produced a new videotape, *ERIC: In Action* that offers libraries and educators an effective way to introduce ERIC to their users. The 15-minute videotape is organized under four major topics: basic structure, major benefits, key index features, and options for locating materials. Librarians training new ERIC users and library or education professors introducing students to ERIC as an education resource are invited to try it. The cost is $17 (including postage). Call 1-800-LET-ERIC for more information.

International ERIC

In October 1993, DIALOG Information Services announced a new CD-ROM product called "International ERIC," containing separate databases for the *Australian Education Index* (AEI), *British Education Index* (BEI), and *Canadian Education Index* (CEI). This product captures the educational literature from the major non-U.S. English-speaking countries and is the first tangible product of the informal InterEd cooperation that has been going on between ERIC, AEI, BEI, and CEI for the last few years. It is available from DIALOG for an annual subscription price of $1295 (U.S.), $900 (non-U.S.).

Internet Activities

During 1993, ERIC's Internet activities increased dramatically. By the beginning of the year, all components (and most individual staff) had acquired Internet addresses and stable connectivity. Internet-based e-mail has in many cases replaced correspondence and telephone calls for internal communications. Internet-based file transfer is now the basis for the transmission of bibliographic data from the dispersed ERIC Clearinghouses to the ERIC Facility (for editorial and database-building purposes). ERIC's sponsoring agency, the Office of Educational Research and Improvement (OERI), acquired a node (INet) on the Internet around mid-year and rapidly became a so-called Gopher site. As a result, numerous ERIC publications and files are being loaded on INet and made available to the world at large via Internet.

AskERIC (Question-Answering Service)

AskERIC, a project of the ERIC Clearinghouse on Information and Technology, provides question-answering, help, and referral to K-12 educators through the Internet. AskERIC now receives an average of 250 electronic mail inquiries weekly. AskERIC draws on the total resources of the ERIC system to generate and send Internet responses to all inquiries within 48 hours.

In addition, AskERIC has established a growing file of full text resources on their FTP/Gopher site. This full test databank, referred to as the AskERIC "Electronic Library," includes hundreds of lesson plans, news and information about ERIC and AskERIC, ERIC Digests in full text, completed searches on current topics, resource guides, popular Q's and A's, and the archives of some education-related listservs. This resource is now visited by users electronically at the phenomenal rate of 15,000 times a week! In 1994, the AskERIC "Electronic Library" is being expanded to include the full text of many publications of the ERIC Clearinghouses and other components. Eventually, contributors of documents to ERIC will be asked to provide both printed and electronic versions (if available), with electronic versions being considered as candidates for the full text "Electronic Library." To reach Ask ERIC, telephone: 315-443-9114 or Internet: askeric@ericir.syr.edu.

ORYX

The Oryx Press
An Arizona Corporation
4041 North Central at
Indian School Road
Phoenix, AZ 85012
602-265-2651
FAX: 602-265-6250
1-800-279-ORYX
FAX: 1-800-279-4663

ERIC'S *CURRENT INDEX TO JOURNALS IN EDUCATION* IS NOW ON CD-ROM AS A POWERFUL NEW RESOURCE FOR RESEARCHER AND PRACTITIONER

CIJE, in its 25th year, has become the bibliographic encyclopedia of American education. Now on CD-ROM, the complete database plus quarterly updates is being offered by Oryx Press for only $199.00 per year. This new research tool, designed to install in DOS or Windows formats, is searchable by menu or by free-text. With the April 1994 update *CIJE On Disc* will also include the full text of the entire collection (over 1,000) of *ERIC Digests*, short reports on topics of prime current interest in education, fully searchable by descriptors and identifiers, as well as by free text. With the July update, *CIJE On Disc* will become the only ERIC CD product to include a 1994 update of the *Thesaurus of ERIC Descriptors* prepared especially for Oryx Press. Oryx' *CIJE On Disc* provides the only complete collection of CIJE records, from 1969 to 1993, updated quarterly, in one searchable file, on one single disc, and available in a network version.

An annual subscription to *CIJE On Disc* provides access to nearly three decades of journal literature in the field of education, indexed and abstracted by ERIC, and gives key references on thousands of topics in education, social science, library and information science, policy studies, and more. Subscribers are provided with the entire database, nearly 500,000 records of journals with quarterly updates of more than 18,000 additional journal articles per year, reporting the most recent research results, successes, setbacks, and ideas, including opinions from world-renowned leaders in education.

- more -

News Release

CD-ROM technology allows easy and efficient access to an extensive source of information through user-friendly software, which provides the direct route to the bibliographic data and succinct description for each record. *CIJE On Disc* features the speed and convenience of the KAware2 Retrieval System™, developed by Knowledge Access International, in both DOS and Windows formats. With the help of pull-down and pop-up menus, users of the CD product can:

- search individual fields of information
- search by terms, partial terms, phrases, or Boolean operators
- create a set of files to view, print out, or combine with other sets
- add their own notes in a special field
- get on-screen help whenever needed

Users can rely on *CIJE On Disc* to help:

- prepare for teaching
- develop new materials
- prepare literature reviews
- survey alternative practices
- locate resources
- write reports /articles
- identify new developments
- write proposals
- analyze data

Data also can be transferred to other analysis programs using output formats such as Lotus, dBase, comma delimited, and fixed field. The Oryx CD-ROM is unique in featuring the *Thesaurus of ERIC Descriptors* in three different displays, Alphabetical, Rotated, and Group Code, which allow users to preview and select appropriate subject terms for organized and efficient searches.

CIJE On Disc operates on all IBM-compatible PCs equipped with CD-ROM drives, and the program requires 640K RAM and 2MB hard-drive space. Usually priced at $250.00, it is now $199, reflecting a 20% savings---and a savings of $300 to $1,200 compared to similar CD-ROM products that cover education journal literature!

ORYX

The Oryx Press
An Arizona Corporation
4041 North Central at
Indian School Road
Phoenix, AZ 85012
602-265-2651
FAX: 602-265-6250
1-800-279-ORYX
FAX: 1-800-279-4663

APRIL UPDATE OF ERIC'S *CURRENT INDEX TO JOURNALS IN EDUCATION ON DISC* NOW INCLUDES ENTIRE ERIC DIGEST FILE

With the April 1994 update, *CIJE On Disc* will include the full text of the entire collection (over 1,000) of *ERIC Digests*, short reports on critical topics of current interest in education, fully searchable by descriptors and identifiers, as well as by free text. With the July update, *CIJE On Disc* will become the only ERIC CD product to include a 1994 update of the *Thesaurus of ERIC Descriptors* prepared especially for Oryx Press. *CIJE*, in its 25th year, has actually become the bibliographic encyclopedia of American education. Now on CD-ROM, the complete database plus quarterly updates is being offered by Oryx Press for only $199.00 per year for institutions and $99.00 for individuals. This new research tool, designed to install in DOS or Windows formats, is searchable by menu or by free text. Oryx's *CIJE On Disc* provides the only complete collection of *CIJE* records, from 1969 to the present, updated quarterly, in one searchable file, on one single disc, and available to install on a network.

An annual subscription to *CIJE On Disc* provides access to nearly three decades of journal literature in the field of education, indexed and abstracted by ERIC, and gives key references on thousands of topics in education, social science, library and information science, policy studies, and more. Subscribers are provided with the entire database, nearly 500,000 records, with quarterly updates of more than 18,000 additional journal articles per year, reporting the most recent research results, successes, setbacks, and ideas, including opinions from world-renowned leaders in education.

- more -

News Release

CD-ROM technology allows easy and efficient access to an extensive source of information through user-friendly software, which provides the direct route to the bibliographic data and succinct description for each record. *CIJE On Disc* features the speed and convenience of the KAware2 Retrieval System™, developed by Knowledge Access International, in both DOS and Windows formats. With the help of pull-down and pop-up menus, users of the CD product can:

- search individual fields of information
- search by terms, partial terms, phrases, or Boolean operators
- create a set of files to view, print out, or combine with other sets
- add their own notes in a special field
- get on-screen help whenever needed

Users can rely on *CIJE On Disc* to help:

- prepare for teaching
- develop new materials
- prepare literature reviews
- survey alternative practices
- locate resources
- write reports /articles
- identify new developments
- write proposals
- analyze data

Data also can be transferred to other analysis programs using output formats such as Lotus, dBase, comma delimited, and fixed field. The Oryx CD-ROM is unique in featuring the ***Thesaurus of ERIC Descriptors*** in three different displays, Alphabetical, Rotated, and Group Code, which allow users to preview and select appropriate subject terms for organized and efficient searches.

CIJE On Disc operates on all IBM-compatible PCs equipped with CD-ROM drives, and the program requires 640K RAM and 2MB hard-drive space. Usually priced at $250.00, it is now $199, ($99.00 for individuals) reflecting a 20% savings---and a savings of $300 to $1,200 compared to similar CD-ROM products that cover education journal literature!

Now on CD-ROM—only $199 / year!

Current Index

Use CIJE On Disc to—

- locate resources
- write reports or articles
- identify new developments
- prepare for teaching
- develop new materials
- prepare literature reviews
- survey alternative practices
- write proposals
- analyze data

FEATURES:

- The *Thesaurus of ERIC Descriptors* in three display formats:
  alphabetical, rotated, and group code
- The complete CIJE database
- Two great ways to search:
  Menu searching by publication year, publication type, and target audience
  Free-text searching of all other fields—subject, author name, article title, journal, descriptors, identifiers, and ERIC Clearinghouse number
- User-friendly software installs easily in DOS or Windows™

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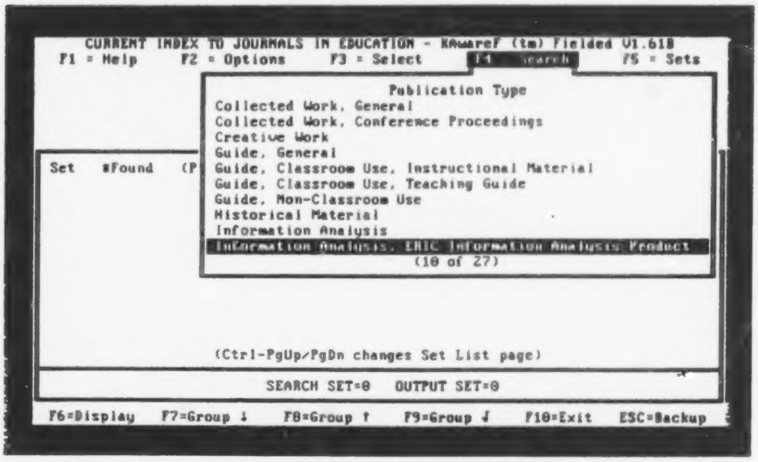


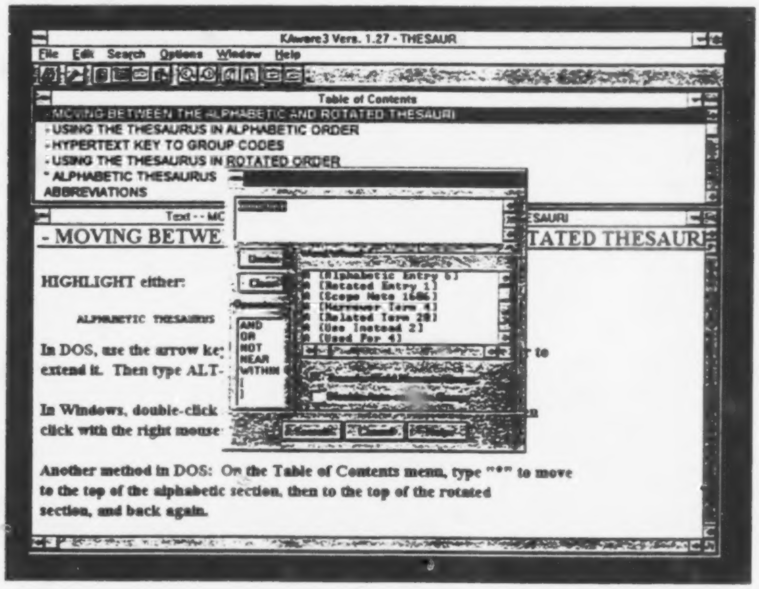
```
   CURRENT INDEX TO JOURNALS IN EDUCATION - KAwareF (tm) Fielded V1.61B
 F1 = Help     F2 = Options     F3 = Select     F4 = Search     F5 = Sets
                                  Publication Type
                Collected Work, General
                Collected Work, Conference Proceedings
                Creative Work
                Guide, General
 Set   #Found   (P Guide, Classroom Use, Instructional Material
                Guide, Classroom Use, Teaching Guide
                Guide, Non-Classroom Use
                Historical Material
                Information Analysis
                Information Analysis, ERIC Information Analysis Product
                                   (10 of 27)

                (Ctrl-PgUp/PgDn changes Set List page)

                  SEARCH SET=0   OUTPUT SET=0
 F6=Display  F7=Group ↓   F8=Group ↑   F9=Group ↓   F10=Exit   ESC=Backup
```

CIJE On Disc features make it easy for users to:

- *search by individual fields*
- *search by terms, partial terms, phrases, or Boolean operators*
- *create a set of records to view, print out, or combine with other sets*
- *add notes in a special field*
- *get on-screen help at any time*



- MOVING BETWEEN THE ALPHABETIC AND ROTATED THESAURI
- USING THE THESAURUS IN ALPHABETIC ORDER
- HYPERTEXT KEY TO GROUP CODES
- USING THE THESAURUS IN ROTATED ORDER
* ALPHABETIC THESAURUS
ABBREVIATIONS

[Alphabetic Entry 6]
[Rotated Entry 1]
[Scope Note 1606]
[Narrower Term 4]
[Related Term 28]
[Use Instead 2]
[Used For 4]

- MOVING BETWE … TATED THESAURI

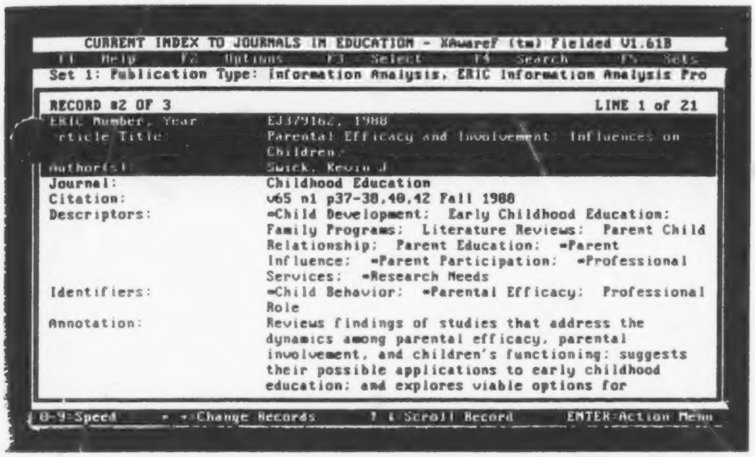
HIGHLIGHT either:

ALPHABETIC THESAURUS

In DOS, use the arrow ke … to extend it. Then type ALT-

In Windows, double-click … click with the right mouse

Another method in DOS: On the Table of Contents menu, type "*" to move to the top of the alphabetic section, then to the top of the rotated section, and back again.

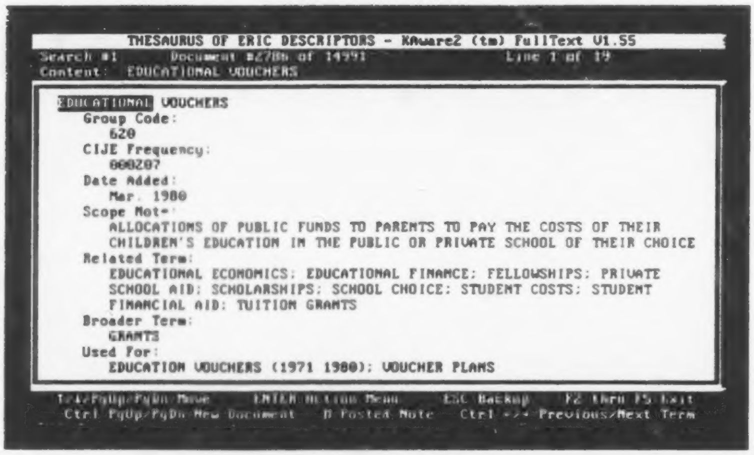


```
CURRENT INDEX TO JOURNALS IN EDUCATION - KAwareF (tm) Fielded V1.61B
 F1  Help      F2  Options      F3  Select      F4  Search      F5  Sets
Set 1: Publication Type: Information Analysis, ERIC Information Analysis Pro

RECORD #2 OF 3                                               LINE 1 of 21
ERIC Number, Year:             EJ379162, 1988
Article Title:                 Parental Efficacy and Involvement: Influences on
                               Children.
Author(s):                     Swick, Kevin J
Journal:                       Childhood Education
Citation:                      v65 n1 p37-38,40,42 Fall 1988
Descriptors:                   *Child Development;  Early Childhood Education;
                               Family Programs;  Literature Reviews;  Parent Child
                               Relationship;  Parent Education;  *Parent
                               Influence;  *Parent Participation;  *Professional
                               Services;  *Research Needs
Identifiers:                   *Child Behavior;  *Parental Efficacy;  Professional
                               Role
Annotation:                    Reviews findings of studies that address the
                               dynamics among parental efficacy, parental
                               involvement, and children's functioning; suggests
                               their possible applications to early childhood
                               education; and explores viable options for
0-9=Speed     ← →=Change Records     ↑ ↓ Scroll Record     ENTER=Action Menu
```

Use the CIJE database for your research if you already know the terminology of the topic, or if you are looking for a particular author, journal, article title, publication year, ERIC Clearinghouse number, target audience, or publication type.

Use the ERIC Thesaurus to decide which descriptors come closest to the topic of your search and to see which broader, narrower, and related descriptors they are linked to.

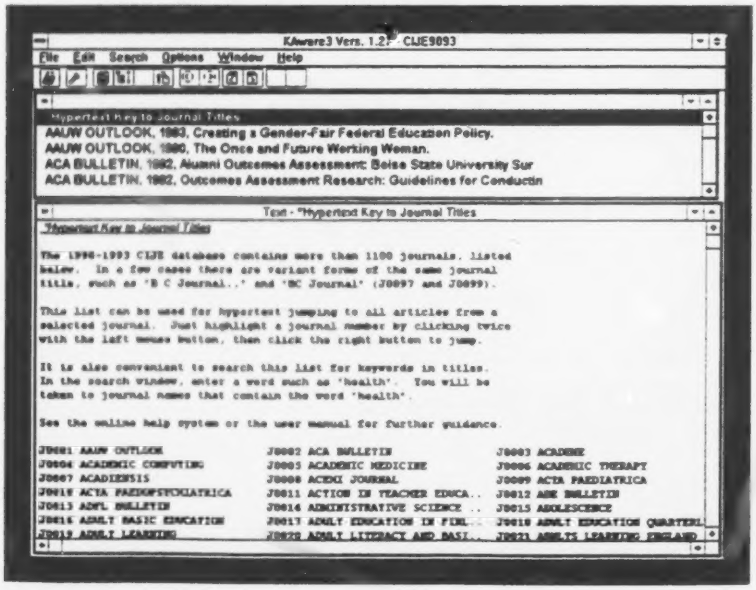


```
         THESAURUS OF ERIC DESCRIPTORS - KAware2 (tm) FullText V1.55
Search #1       Document #2786 of 14991              Line 1 of 19
Content:  EDUCATIONAL VOUCHERS

EDUCATIONAL VOUCHERS
   Group Code:
      620
   CIJE Frequency:
      000207
   Date Added:
      Mar. 1980
   Scope Note:
      ALLOCATIONS OF PUBLIC FUNDS TO PARENTS TO PAY THE COSTS OF THEIR
      CHILDREN'S EDUCATION IN THE PUBLIC OR PRIVATE SCHOOL OF THEIR CHOICE
   Related Term:
      EDUCATIONAL ECONOMICS; EDUCATIONAL FINANCE; FELLOWSHIPS; PRIVATE
      SCHOOL AID; SCHOLARSHIPS; SCHOOL CHOICE; STUDENT COSTS; STUDENT
      FINANCIAL AID; TUITION GRANTS
   Broader Term:
      GRANTS
   Used For:
      EDUCATION VOUCHERS (1971 1980); VOUCHER PLANS
 ↑↓/PgUp/PgDn Move     ENTER Action Menu     ESC Backup     F2 thru F5 Exit
  Ctrl PgUp/PgDn New Document    N Posted Note    Ctrl ←/→ Previous/Next Term
```

You have the same options in Windows as in DOS!

Search the CIJE database directly or use the ERIC Thesaurus to help identify search terms.


KAware3 Vers. 1.2? - CIJE9093
File
Edit
Search
Options
Window
Help
Hypertext Key to Journal Titles
Text - "Hypertext Key to Journal Titles

AAUW OUTLOOK, 1993, Creating a Gender-Fair Federal Education Policy.
AAUW OUTLOOK, 1990, The Once and Future Working Woman.
ACA BULLETIN, 1992, Alumni Outcomes Assessment: Boise State University Sur
ACA BULLETIN, 1992, Outcomes Assessment Research: Guidelines for Conductin

```
"Hypertext Key to Journal Titles

The 1990-1993 CIJE database contains more than 1100 journals, listed
below.  In a few cases there are variant forms of the same journal
title, such as 'B C Journal..' and 'BC Journal' (J0097 and J0099).

This list can be used for hypertext jumping to all articles from a
selected journal.  Just highlight a journal number by clicking twice
with the left mouse button, then click the right button to jump.

It is also convenient to search this list for keywords in titles.
In the search window, enter a word such as 'health'.  You will be
taken to journal names that contain the word 'health'.

See the online help system or the user manual for further guidance.

J0001 AAUW OUTLOOK               J0002 ACA BULLETIN               J0003 ACADEME
J0004 ACADEMIC COMPUTING         J0005 ACADEMIC MEDICINE          J0006 ACADEMIC THERAPY
J0007 ACADIENSIS                 J0008 ACEHI JOURNAL              J0009 ACTA PAEDIATRICA
J0010 ACTA PAEDOPSYCHIATRICA     J0011 ACTION IN TEACHER EDUCA..  J0012 ADE BULLETIN
J0013 ADFL BULLETIN              J0014 ADMINISTRATIVE SCIENCE ..  J0015 ADOLESCENCE
J0016 ADULT BASIC EDUCATION      J0017 ADULT EDUCATION IN FINL..  J0018 ADULT EDUCATION QUARTERL
J0019 ADULT LEARNING             J0020 ADULT LITERACY AND BASI..  J0021 ADULTS LEARNING ENGLAND
```

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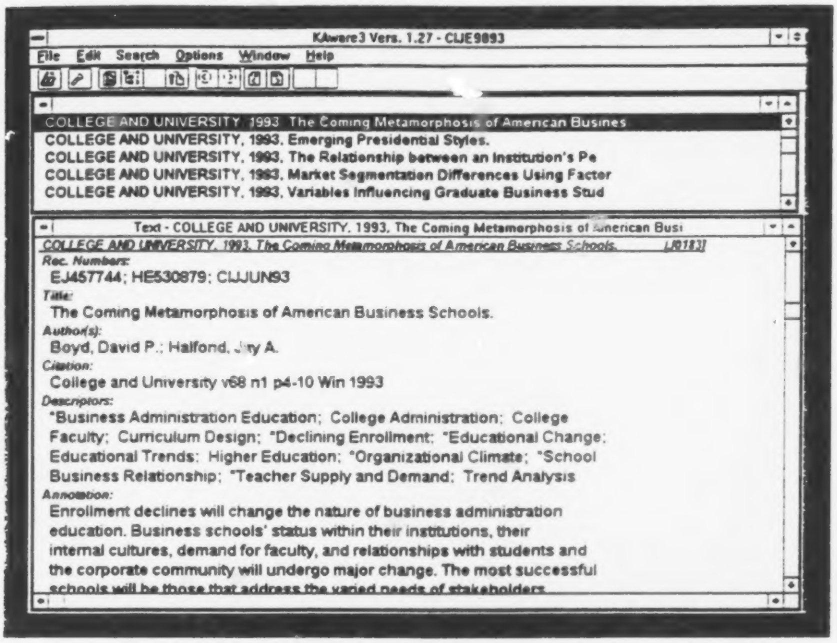


COLLEGE AND UNIVERSITY 1993 The Coming Metamorphosis of American Busines
COLLEGE AND UNIVERSITY, 1993, Emerging Presidential Styles.
COLLEGE AND UNIVERSITY, 1993, The Relationship between an Institution's Pe
COLLEGE AND UNIVERSITY, 1993, Market Segmentation Differences Using Factor
COLLEGE AND UNIVERSITY, 1993, Variables Influencing Graduate Business Stud

Text - COLLEGE AND UNIVERSITY, 1993, The Coming Metamorphosis of American Busi

COLLEGE AND UNIVERSITY, 1993, The Coming Metamorphosis of American Business Schools. [J0183]

Rec. Numbers:
EJ457744; HE530879; CIJJUN93

Title:
The Coming Metamorphosis of American Business Schools.

Author(s):
Boyd, David P.; Halfond, Jay A.

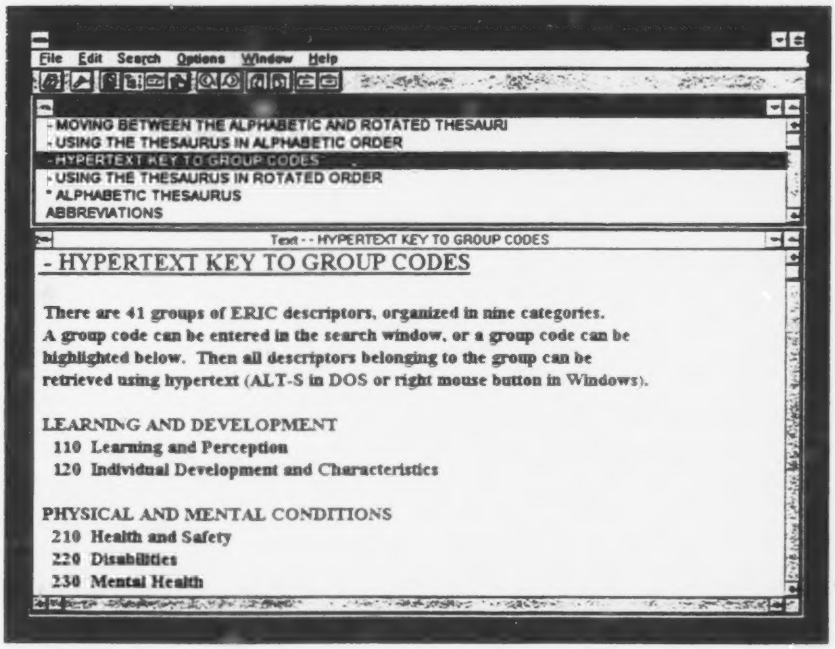
Citation:
College and University v68 n1 p4-10 Win 1993

Descriptors:
*Business Administration Education; College Administration; College Faculty; Curriculum Design; *Declining Enrollment; *Educational Change; Educational Trends; Higher Education; *Organizational Climate; *School Business Relationship; *Teacher Supply and Demand; Trend Analysis

Annotation:
Enrollment declines will change the nature of business administration education. Business schools' status within their institutions, their internal cultures, demand for faculty, and relationships with students and the corporate community will undergo major change. The most successful schools will be those that address the varied needs of stakeholders.

Each CIJE record supplies complete bibliographic data and a concise description of the contents of the journal article. Many descriptions include research results and conclusions of studies covered in the articles. Often, the information you need can be found in the annotations alone!

You can even launch a hypertext search of the Thesaurus with a single term or multiple-word sequence to make certain you don't overlook a single appropriate record!



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* ALPHABETIC THESAURUS
ABBREVIATIONS

Text - - HYPERTEXT KEY TO GROUP CODES

- HYPERTEXT KEY TO GROUP CODES

There are 41 groups of ERIC descriptors, organized in nine categories. A group code can be entered in the search window, or a group code can be highlighted below. Then all descriptors belonging to the group can be retrieved using hypertext (ALT-S in DOS or right mouse button in Windows).

LEARNING AND DEVELOPMENT
110 Learning and Perception
120 Individual Development and Characteristics

PHYSICAL AND MENTAL CONDITIONS
210 Health and Safety
220 Disabilities
230 Mental Health

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IMPORTANT . . .

You can display records, print them out, save them to disk, and even transfer CIJE records to other analysis programs using output formats such as:

- **dBase**
- **Lotus**
- **comma delimited**
- **fixed field**

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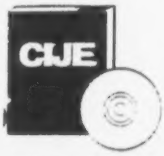

The original *CIJE In PRINT*

Subscribers to the monthly *Current Index to Journals in Education* receive twelve issues, each one packed with current information. The convenient January-December subscription cycle helps simplify budgeting. For long-term use, the *CIJE Semiannual Cumulation* gathers six months of material into one convenient hard-bound volume with cumulated indexes. It's the perfect way to see half a year's worth of information at a glance. Receive a special discount when you subscribe to both the monthly issues and the semiannual cumulations.

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*** CIJE MONTHLY REPORT - OCT93 OCTOBER ***

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	89	21	0	1154
CG	30	4	0	1246
CS	213	34	9	1604
EA	101	9	4	1072
EC	177	19	0	1532
FL	84	8	0	852
HE	64	10	0	1028
IR	146	37	12	1691
JC	45	3	0	311
PS	89	6	0	688
RC	51	8	4	424
SE	110	8	5	1023
SO	75	12	0	929
SP	62	11	3	708
TM	27	5	0	581
UD	91	8	31	582
GRAND TOTALS	1454	203	68	15425

****

** CIJE MONTHLY REPORT - NOV93 CIJE_1 ***

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	92	27	11	1246
CG	43	5	0	1289
CS	157	15	60	1761
EA	96	15	0	1168
EC	156	20	0	1688
FL	105	17	0	957
HE	75	12	3	1103
IR	151	36	0	1842
JC	22	2	6	333
PS	95	7	21	783
RC	26	8	0	450
SE	111	11	19	1134
SO	74	11	4	1003
SP	81	13	3	789
TM	79	13	0	660
UD	55	8	10	637
GRAND TOTALS	1418	220	137	16843

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*** CIJE MONTHLY REPORT - DEC93 CIJE_2 ***

     CLHS           TOTAL CLHS RESUMES      TOTAL CLHS JOURNALS    TOTAL CLHS ONE-SHOT RESUMES      ANNUAL CUMULATIVE TOTAL
 -------------------------------------------------------------------------------------------------------------------------

     CE                      94                     21                       1                            1340
     CG                     140                     14                       0                            1429
     CS                     181                     15                      60                            1942
     EA                     114                      9                       0                            1282
     EC                     143                     16                       0                            1831
     FL                      74                     10                       2                            1031
     HE                     157                     24                       4                            1260
     IR                     100                     22                       0                            1942
     JC                      34                      5                       6                             367
     PS                     172                     14                      31                             955
     RC                      63                     15                       0                             513
     SE                     136                     14                       3                            1270
     SO                     121                     17                       4                            1124
     SP                      52                      9                       0                             841
     TM                      69                     10                       4                             729
     UD                      79                     19                       3                             716

GRAND TOTALS               1729                    234                     118                           18572
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*** CIJE MONTHLY REPORT - JAN94 CIJE_1 ***

     CLHS           TOTAL CLHS RESUMES      TOTAL CLHS JOURNALS    TOTAL CLHS ONE-SHOT RESUMES      ANNUAL CUMULATIVE TOTAL
 -------------------------------------------------------------------------------------------------------------------------

     CE                      63                     12                       7                              63
     CG                     231                     20                       0                             231
     CS                     201                     22                      24                             201
     EA                     124                     10                       2                             124
     EC                     141                     19                       0                             141
     FL                     103                      8                       0                             103
     HE                     119                     16                       0                             119
     IR                     169                     36                       7                             169
     JC                      20                      3                       0                              20
     PS                     135                      8                      49                             135
     RC                      65                     10                       2                              65
     SE                     156                      9                       0                             156
     SO                     100                     14                       0                             100
     SP                      90                     21                       0                              90
     TM                      72                     11                       2                              72
     UD                      58                      6                      32                              58

GRAND TOTALS               1847                    225                     125                            1847
**************************
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*** CIJE MONTHLY REPORT - FEB94 CIJE_1 ***

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	170	34	6	233
CG	145	10	0	376
CS	159	19	9	360
EA	111	13	0	235
EC	141	17	0	282
FL	60	11	0	163
HE	151	22	6	270
IR	158	22	0	327
JC	20	2	5	40
PS	192	9	82	327
RC	74	15	2	139
SE	214	15	28	370
SO	100	15	4	200
SP	49	14	0	139
TM	43	8	0	115
UD	19	3	0	77
GRAND TOTALS	1806	229	142	3653

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*** CIJE MONTHLY REPORT - MAR94 CIJE_1 ***

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	170	34	6	403
CG	145	10	0	521
CS	159	19	9	519
EA	111	11	1	346
EC	141	17	0	423
FL	45	10	0	208
HE	151	22	6	421
IR	158	22	0	485
JC	20	2	5	60
PS	192	8	104	519
RC	74	15	2	213
SE	214	14	33	584
SO	100	15	4	300
SP	49	14	0	188
TM	43	7	4	158
UD	19	3	0	96
GRAND TOTALS	1791	223	174	5444

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*** CIJE MONTHLY REPORT - APR94 CIJE_2 ***
      CLHS           TOTAL CLHS RESUMES        TOTAL CLHS JOURNALS    TOTAL CLHS ONE-SHOT RESUMES      ANNUAL CUMULATIVE TOTAL
----------------------------------------------------------------------------------------------------------------------------

      CE                       93                        23                     4                            496
      CG                      138                        12                     4                            659
      CS                      165                        19                    15                            684
      EA                       94                         9                     5                            440
      EC                      150                        15                     0                            573
      FL                      113                        10                     0                            321
      HE                       55                         9                     0                            476
      IR                       87                        19                     0                            572
      JC                       28                         1                    10                             88
      PS                       67                         7                     0                            586
      RC                       47                         8                     2                            260
      SE                      148                         7                     0                            732
      SO                       75                         9                     2                            375
      SP                       81                        16                     1                            269
      TM                       53                        11                     0                            211
      UD                       81                        11                    22                            177

GRAND TOTALS                 1475                       186                    65                           6919
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*** CIJE MONTHLY REPORT - MAY94 CIJE_1 ***
      CLHS           TOTAL CLHS RESUMES        TOTAL CLHS JOURNALS    TOTAL CLHS ONE-SHOT RESUMES      ANNUAL CUMULATIVE TOTAL
----------------------------------------------------------------------------------------------------------------------------

      CE                       64                        13                     6                            560
      CG                      170                         6                    93                            829
      CS                      213                        26                     7                            897
      EA                      132                        17                     0                            572
      EC                       94                        12                     0                            667
      FL                       46                         6                     0                            367
      HE                      140                        19                    39                            616
      IR                      223                        43                     0                            795
      JC                       23                         4                     0                            111
      PS                      111                        10                    30                            697
      RC                       72                        17                     0                            332
      SE                      103                        15                     4                            835
      SO                      100                        14                     5                            475
      SP                       55                        12                     0                            324
      TM                       46                         7                     0                            257
      UD                       45                         6                     4                            222

GRAND TOTALS                 1637                       227                   188                           8556
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ORYX

August 23, 1993

CIJE SOURCE JOURNAL INDEX UPDATE
FOR OCT93

Additions

PS Day Care and Early Education, ISSN-0092-4199, selective

Human Development, ISSN-0100-0267, comprehensive

Texas Child Care, ISSN-1049-9466, selective

Coverage changes

Change coverage of Reading and Writing Quarterly: Overcoming Learning Difficulties from EC to CS

September 12, 1993

CIJE SOURCE JOURNAL INDEX UPDATE
FOR NOV93

Additions

EA School Effectiveness and School Improvement (EA*) ISSN-0924-3453

RC Education in Rural Australia (RC*) ISSN-1039-0026
Journal of Adventure Education and Outdoor Leadership (RC*) ISSN-0265-5802
Pathways: The Ontario Journal of Outdoor Education (RC*) ISSN-0840-8114
Winds of Change (RC+) ISSN-0888-8612
Appalachian Journal (RC) ISSN-0090-3779
Echoes: The Northern Maine Journal (RC) ISSN-1043-3341
Grassroots Development (RC) ISSN-0733-6608
Great Plains Quarterly (RC) ISSN-0275-7664
Hispanic (RC) ISSN-0898-3097
Journal of Multicultural Social Work (RC) ISSN-1042-8224
Now and Then (RC) ISSN-0896-2693
Outdoor Network Newsletter (RC) ISSN-1050-7485
Rural Conditions and Trends (RC) No ISSN
Scientific Journal of Orienteering (RC) ISSN-1012-0602
Small Town (RC) ISSN-0196-1683
Southern Rural Sociology (RC) No ISSN
Studies in American Indian Literatures (RC) ISSN-0730-3238
Workbook (RC) ISSN-0195-4636

SP Educational Foundations (SP) ISSN-1047-8248
Journal of Computing in Teacher Education (SP) ISSN-1040-2454
Dance: Current Selected Research (SP) ISSN-0894-4849
Journal of Athletic Training (SP) 0160-8320
National Strength and Conditioning Association Journal (SP) ISSN-0744-0049
School of Education Review (SP) No ISSN
Sociology of Sport Journal (SP ISSN-0741-1235

Deletions

EA Journal of Management Education (I think this has already been dropped from EA coverage)

Name Changes

CS ACA Bulletin to Journal of the Association for Communication Administration (JACA)

Education-Comprehensive Coverage

RC Akwe:kon
American Indian and Alaska Native Mental Health Research
American Indian Culture and Research Journal
American Indian Quarterly
Appalachia
Aztlan: A Journal of Chicano Studies
Hispanic Journal of Behavioral Sciences
Human Services in the Rural Environment
Journal of Rural Community Psychology
Journal of Rural Studies
Pathways to Outdoor Communication
Rural Development Perspectives
Rural Sociologist
Rural Sociology
Social Forces
WICAZO SA Review
Winds of Change

SO American Behavioral Scientist
American Historical Review
American Journal of Sociology
American Sociologist
Arts and Learning Research
Australian Art Education
Bulletin of the Council for Research in Music Education
Canadian Review of Art Education Research and Issues
Design for Arts in Education
Geographical Education
History of Education Quarterly
Humanities
International Journal of Social Education
Journal of Aesthetic Education
Journal of American History
Journal of Moral Education (changed from comprehensive)
Journal of Multi-cultural and Cross-cultural Research in Art Education
Journal of World History
New England Journal of History
Perspectives on Political Science
PS: Political Science and Politics

Religion and Public Education
Religious Education
School Arts
Social Studies Texan
Studies in Art Education
Zeitschrift fur Internationale Erziehungs und Sozialwissenschafliche Forschung

UD Amerasia Journal
American Journal of Public Health
American Psychologist
American Sociological Review
International Migration Review
Journal of Black Studies
Journal of Cross-Cultural Psychology
Journal of Health Care for the Poor and the Underserved
Journal of Social Issues
Journal of Urban and Cultural Studies
Migration World Magazine
Phylon
Policy Review
Psychology of Women Quarterly
Public Interest
Sage
Sex Roles
Signs
Society
Urban Affairs Quarterly
Urban Anthropology
Urban League Review
Western Journal of Black Studies

Changed from Selective Coverage To Comprehensive

SO Social Studies Review
Update on Law-Related Education

The following were errors sent to you last month. These three journals were listed for the EC clearinghouse in error.

Additions

PS Daycare and Early Education (selective)
Human Development (comprehensive)
Texas Child Care (selective)

October 11, 1993

CIJE SOURCE JOURNAL INDEX UPDATE FOR DEC93

Additions

IR Technos (IR) ISSN-1060-5649

SO American Political Science Review (SO+) ISSN-0003-0554
British Journal of Sociology of Education (SO) ISSN-0142-5692
Historical Studies in Education/Revue d'Historie de l'Education (SO)
Intercollegiate Review: A Journal of Scholarship and Opinion (SO+) ISSN-0020-5249
Interdisciplinary Humanities (SO+) ISSN-1056-6139
Latino Studies Journal (SO)
World History Bulletin (SO)

UD Asian and Pacific Migration Journal (UD) ISSN-0117-1968
Diversity & Division (UD+) ISSN-1064-7430
Gender and Education (UD+) ISSN-0954-0253
Multicultural Education (UD*) ISSN-1068-3844
MultiCultural Review (UD*) ISSN-1058-9236

Deletions

TM Psychological Test Bulletin

Name Changes

CS ACA Bulletin to Journal of the Association for Communication Administration (JACA)

Education-Comprehensive Coverage

SP Educational Foundations
Journal of American College Health
Journal of Computing in Teacher Education
Journal of Education for Teaching
Journal of Health Education
Journal of Leisure Research
Journal of Physical Education, Recreation and Dance
Parks and Recreation
Physician and Sportsmedicine
PTA Today
Research Quarterly for Exercise and Sport
Strategies
Teacher Education Quarterly

November 16, 1993

CIJE SOURCE JOURNAL INDEX UPDATE
FOR JAN94

Additions

CS ClearingHouse (CS*) ISSN-0009-8655
Technical Communication: Journal of the Society for Technical Communication (CS+) ISSN-0049-3155
Journal of Poetry Therapy (CS+) ISSN-0889-3675

EA High School Magazine (EA*) ISSN-1070-9533

EC Learning Disabilities: A Multidisciplinary Journal (EC) ISSN-1046-6819

Deletions

CS Journal of Clinical Reading: Research and Programs

Changes in Coverage

Journal of Advanced Composition from (CS) to (CS*)

December 27, 1993

Ted Brandhorst
ERIC Facility
1301 Piccard Dr., #300
Rockville, MD 20850-4305

CIJE SOURCE JOURNAL INDEX UPDATE
FOR FEB94

Additions

IR Human-Computer Interaction--selective--ISSN-0737-0024
Journal of Distance Education--selective--ISSN-0830-0445
Journal of Artificial Intelligence in Education--selective--ISSN-1043-1020
Reference Librarian--selective--ISSN-0276-3877
T.H.E. Journal--selective--ISSN-0192-592X
Voice of Youth Advocates--selective--ISSN-0160-4201
Journal of Technology and Teacher Education--selective--ISSN-1059-7069
Technology and Learning--selective--no ISSN

PS International Journal of Early Years Education--comprehensive--ISSN-0966-9760

RC Native Peoples--selective--ISSN-0895-7606
Rural Electrification Magazine--selective--no ISSN

Deletions

IR Interactive Learning International

Name Changes

CE Journal of Epsilon Pi Tau to Journal of Technology Studies

FL Babel: Journal of the Australian Modern Language Teachers' Associations to Babel: Australia
Language Acquisition: A Journal of Developmental Linguistics to Language Acquisition
Guidelines: A Periodical for Classroom Language Teachers to Guidelines

RC Bilingual Research Journal: The Journal of the National Association for Bilingual Education to Bilingual Research Journal

Changes in Coverage

CS CEA Forum (+)
Children's Literature in Education (+)
Communication Education (*)
Communication Monographs (+)
Communication Quarterly (+)
Communication Research (+)
Communication Studies (+)
Computers and Composition (+)
Critical Studies in Mass Communication (+)
Discourse Processes (+)
English Journal (*)
Human Communication Research (+)
Journal of Advanced Composition (*)
Journal of Applied Communication Research (+)
Journal of Business Communication (+)
Journal of Business and Technical Communication (+)
Journal of Communication (+)
Journal of Film and Video (+)

Journal of Technical Writing and Communication (+)
Journalism Quarterly (+)
Management Communication Quarterly (+)
Pre-Text: A Journal of Rhetorical Theory (+)
Public Relations Review (+)
Quarterly Journal of Speech (+)
Quill and Scroll (+)
Reading and Writing Quarterly: Overcoming Learning Difficulties (*)
Rhetoric Review (+)
Southern Communication Journal (+)
Student Press Review (+)
Technical Communication Quarterly (+)
Visible Language (+)
Western Journal of Communication (+)
Writing Notebook: Visions for Learning (+)
Youth Theatre Journal (+)
Quarterly of the National Writing Project and the Center for the Study of Writing and Literacy (+)

EC ACEHI Journal (+)
American Annals of the Deaf (+)
Annals of Dyslexia (+)
Australia and New Zealand Journal of Developmental Disabilities (+)
Gifted Child Today (GCT) (+)
Gifted Education International (+)
Intervention in School and Clinic (+)
Journal for the Education of the Gifted (+)
Journal of Applied Behavior Analysis (+)
Journal of Autism and Developmental Disorders (+)
Journal of Communication Disorders (+)
Journal of the Association for Persons with Severe Handicaps (JASH) (+)
Language, Speech, and Hearing Services in Schools (+)
Mental Retardation (+)
Perspectives in Education and Deafness (+)
RE:view (+)
Research in Developmental Disabilities (+)
Roeper Review (+)
Volta Review (+)

FL Applied Linguistics (+)
International Journal of Applied Linguistics (+)
Issues in Applied Linguistics (+)
Journal of Applied Linguistics (+)
Journal of Educational Issues of Language Minority Students (+)
Journal of Multilingual and Multicultural Development (+)
Journal of Second Language Writing (+)
Language (+)
Language Awareness (+)
Language Problems and Language Planning (+)
Language Sciences (+)
Language Testing (+)
Language and Education: An International Journal (*)
Language in Society (+)
Language, Culture, and Curriculum (*)
Linguistics and Education (+)
Research on Language and Social Interaction (+)
Sign Language Studies (+)
Studies in Second Language Acquisition (+)
System (+)
TESOL Journal (*)
World Englishes (+)

IR Information Technology and Libraries (selective)
Journal of Academic Librarianship (selective)
Library Administration & Management (selective)
Library and Information Science Research (selective)
School Library Media Activities Monthly (selective)

Corrections

CS Research in the Teaching of English--correct ISSN-0035-527X

EC Canadian Journal of Special Education--correct ISSN-0827-3383
Intervention in School and Clinic--correct ISSN-1053-4512

January 25, 1994

Ted Brandhorst
ERIC Facility
1301 Piccard Dr., #300
Rockville, MD 20850-4305

CIJE SOURCE JOURNAL INDEX UPDATE
FOR MAR94

Additions

EA Education Economics--comprehensive--ISSN-0964-5292

Changes in Coverage

EA Economics of Education Review (selective)
Educational Leadership (selective)
School Organisation (selective)
West's Education Law Quarterly (selective)

March 3, 1994

Ted Brandhorst
ERIC Facility
1301 Piccard Dr., #300
Rockville, MD 20850-4305

CIJE SOURCE JOURNAL INDEX UPDATE
FOR APR94

Additions

SE Green Alternatives--selective--ISSN-1064-8852
Science and Education--comprehensive--ISSN-0926-7220
Science Education International--selective--ISSN-none

Deletions

UD Civil Rights Digest
New Perspectives

April 4, 1994

Ted Brandhorst
ERIC Facility
1301 Piccard Dr., #300
Rockville, MD 20850-4305

CIJE SOURCE JOURNAL INDEX UPDATE
FOR MAY94

There are no changes to the Source Journal Index for the MAY94 issue.

The Oryx Press ◦ An Arizona Corporation ◦ 4041 North Central at Indian School Road
Phoenix, AZ 85012 ◦ 602-265-2651 ◦ FAX 602-265-6250

ORYX

April 21, 1994

Ted Brandhorst
ERIC Facility
1301 Piccard Dr., #300
Rockville, MD 20850-4305

CIJE SOURCE JOURNAL INDEX UPDATE
FOR JUN94

Additions

CG College Student Affairs Journal--comprehensive--no ISSN
Death Studies--selective--ISSN-0748-1187
Health & Social Work--selective--ISSN-0360-7283
Initiatives--comprehensive--ISSN-0094-3460
Journal of Emotional and Behavioral Problems--selective--no ISSN
Journal of Invitational Theory and Practice--selective--ISSN-1060-6041
School Psychology Quarterly--comprehensive--ISSN-1045-3830
Social Work--selective--ISSN-0037-8046

CS English in Education--comprehensive--ISSN-0425-0494
Reading and Writing: An Interdisciplinary Journal--comprehensive--ISSN-0922-4777

IR Ed-Tech Review--selective--ISSN-1065-6901

PS Early Child Development and Care--comprehensive--ISSN-0300-4430
European Early Childhood Education Research Journal--comprehensive--ISSN-1350-293X
Montessori Life--selective--ISSN-1054-0040
NAMTA Journal--selective--ISSN-1049-9466
Teaching Pre K-8--selective--ISSN-0891-4508

Name Changes

IR Government Publications Review to Journal of Government Information--ISSN-1352-0237

Transfer of Coverage

School Psychology Review transferred from TM to CG and will be covered comprehensively

The Oryx Press • An Arizona Corporation • 4041 North Central at Indian School Road
Phoenix, AZ 85012 • 602 265-2651 • FAX 602 265-6250

ERIC NETWORKER

ERIC Clearinghouse on Information & Technology • Syracuse University • Syracuse, NY 13244-4100
Phone: (315) 443-3640 • Fax: (315) 443-5448 • Internet: eric@ericir.syr.edu

Number 5.2 September 1993

The AskERIC Service for K-12 Educators

ERIC is...

...the Educational Resources Information Center, a federally-funded national information system that provides access to an extensive body of education-related resources. The ERIC Clearinghouse on Information & Technology (ERIC/IT), sponsor of the AskERIC project, is one of 16 ERIC Clearinghouses nationwide that provide a variety of services, products, and resources at all education levels.

AskERIC is...

...an Internet-based question-answering service for teachers, library media specialists, and administrators, and others involved in K-12 education. The hallmark of AskERIC is the human intermediary, who interacts with the information seeker and personally selects and delivers information resources within 48 working hours. The benefit of the human-mediated service is that it allows AskERIC staff to determine the precise information needs of the client and to present an array of relevant resources, both from the ERIC system and from the vast resources of the Internet.

Anyone involved with K-12 education may send an e-mail inquiry (via the Internet) to AskERIC. Simply address your message to:

askeric@ericir.syr.edu

The AskERIC Electronic Library

The AskERIC Electronic Library is a Gopher/FTP site of selected resources for education and general interest. Some of the contents include:

- Lesson Plans
- ERIC Digests
- AskERIC Help Sheets
- Reference Tools
- Internet Guides and Directories
- Government Information
- AskERIC InfoGuides
- Archives of education-related listservs, such as EDPOLYAN, LM_NET, K12ADMIN, and KIDSPHERE.
- Remote access to library catalogs
- Access to other Gopher sites

To Gopher to the AskERIC site:

A. If you have Gopher: Gopher to ericir.syr.edu (port #70) or

1. Access the National Gopher System through: gopher.micro.umn.edu
2. Move through the following directories:
   Other Gopher and Information Servers/
   North America/
   USA/
   General/
   AskERIC - (Educational Resources Information Center)

B. If you don't have Gopher, telnet to a Gopher client on the Internet:

1. Telnet to: ericir.syr.edu
2. Login as directed (usual login is: 'gopher')
3. Access the National Gopher System
4. Move through the directories as above.

To FTP to the AskERIC site:

1. Log into your local host, and invoke the FTP program.
2. Write ericir.syr.edu as the remote host computer name.
3. For username, enter anonymous
4. For password, enter your e-mail username (e.g. tomt@machine.edu)

For More Information

We are excited about AskERIC's success to date and are eager to expand AskERIC question-answering to new K-12 audiences and to further develop services and resources. Through AskERIC Partnership, state networks and education agencies work cooperatively with the ERIC Clearinghouse on Information & Technology to provide the highest level AskERIC information service to large groups of educators. To discuss options, please contact:

Nancy Morgan
Richard Tkachuck
AskERIC Coordinators
askeric@ericir.syr.edu

Mike Eisenberg
Director, ERIC/IT
mike@ericir.syr.edu

ERIC Clearinghouse on Information & Technology, Syracuse University, Syracuse, NY 13244-2340
phone: (315) 443-3640; fax: (315) 443-5448

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract number RR93002009. The opinions expressed in this report do not necessarily reflect the positions or policies of OERI or ED.

January 1994

ERIC Clearinghouse on Information & Technology
Center for Science & Technology, Syracuse University
Syracuse, New York 13244-4100
Phone: (800) 464-9107 Fax: (315) 443-5448

The AskERIC Service for K-12 Educators

To Gopher to the AskERIC site:

If you have Gopher:

Gopher to ericir.syr.edu
(port #70)

OR

Access the National Gopher System through:

gopher.micro.umn.edu

Move through the following directories:
Other Gopher and Information Servers/
North America/
USA/
General/
AskERIC—(Educational Resources Information Center)

If you don't have Gopher

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Login as directed (usual login is: 'gopher')
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Move through the directories as above

To FTP to the AskERIC site:

Log into your local host and invoke FTP
Enter ericir.syr.edu as the remote host computer
For username, enter "anonymous"
For password, enter your e-mail username (e.g., tomt@machine.edu)

ERIC is...the Educational Resources Information Center, a federally funded national information system that provides access to an extensive body of education-related resources. The ERIC Clearinghouse on Information and Technology (ERIC/IT), sponsor of the AskERIC project, is one of 16 ERIC Clearinghouses nationwide which provide a variety of services, products, and resources at all education levels.

AskERIC is...an Internet-based question-answering service for teachers, library media specialists, administrators, and others involved in K–12 education. The hallmark of AskERIC is a human intermediary who interacts with the information seeker and personally selects and delivers information resources within 48 working hours. AskERIC staff use an array of relevant resources, both from the ERIC system and from the vast resources of the Internet, to respond to information requests.

Anyone involved with K–12 education can send an e-mail inquiry (via the Internet) to AskERIC. Simply address your message to:

askeric@ericir.syr.edu

The AskERIC Electronic Library is...a growing file of resources on an FTP/Gopher site which includes such materials as:

- Lesson plans
- Internet guides
- Searches on current topics
- Popular "Q's & A's"
- Government information
- Full-text ERIC Digests
- Resource guides
- Reference tools

The site is now used at the phenomenal rate of 15,000 times per week! Refer to the left sidebar for instructions on how to access the AskERIC Gopher site.

For more information...about AskERIC on the Internet, contact:

Richard Tkachuck, Nancy Morgan, AskERIC Coordinators
Internet: askeric@ericir.syr.edu

Mike Eisenberg
Director, ERIC Clearinghouse on Information & Technology
Internet: mike@ericir.syr.edu

Have you tried PARENTS AskERIC?

Do you have questions on choosing child care? On how your child's social development is progressing? On what research says about the kindergarten curriculum? If so, why not contact PARENTS AskERIC?

PARENTS AskERIC is a special part of the AskERIC information service designed for parents, educators, and anyone else with a question about the development, education, and care of children from birth through the high school years. Queries to AskERIC are responded to by staff of the ERIC Clearinghouses.

Recent questions to AskERIC of interest to parents have involved:

- ☛ outcome-based education
- ☛ mixed-age classrooms
- ☛ finding funds for computers for preschools
- ☛ determining whether your child's child care center provides high-quality care

To ask a question of PARENTS AskERIC or to use the more general services of AskERIC, simply send your request in an e-mail message to:

askeric@ericir.syr.edu

Phil Meyer
Parents AskERIC Coordinator
ERIC Clearinghouse on Elementary and Early Childhood Education
Phone: (800) 583-4135
E-mail: pmeyer@uiuc.edu

Internet Access Points to the ERIC Database and ERIC Digests Online

The following systems currently provide unrestricted Internet access to the ERIC database and/or ERIC Digests Online. For general information about ERIC, contact ACCESS ERIC, 1–800–LET–ERIC or acceric@inet.ed.gov.

Syracuse University (SUINFO)

(last five years of ERIC; searchable fields include author, title, descriptor word, descriptor phrase, and abstract)

- Telnet acsnet.syr.edu (or 128.230.1.21)
- At > prompt, type SUINFO.
- At ENTER TERMINAL TYPE prompt, type VT100.
- Bypass the USERID and PASSWORD prompts with the tab key.
- At the COMMAND prompt, type SUINFO.
- When prompted, type Y (yes) to continue.
- Find ERIC through the menus (first type 1 for General Interest files, then the number corresponding to ERIC), or type ERIC to enter directly.
- Follow screen instructions to search. (If function keys don't work, type in corresponding commands.)
- To end the session, type LOGOFF.

TIP: Whenever MORE or HOLDING appears in the lower right corner of the screen, hit the HOME or ENTER key to advance.

Auburn University Libraries

(complete ERIC database, 1966– ; searchable fields include title, author, subject heading (descriptor), and keyword) (Note: requires TN3270.)

- TN3270 auducacd.duc.auburn.edu (or 131.204.2.13).
- At the opening screen, tab to APPLICATION, and enter 01.
- At the main menu, type ERIC.
- Follow screen instructions to search.
- To end the session, type STOP.

TIP: The keyword search field allows use of Boolean operators, truncation, nesting, and other special search features. Type EXP K for a complete explanation.

University of Saskatchewan Library System

(ERIC database from 1983– ; searchable fields include author, title, descriptor, identifier, publication year, ERIC accession number, and journal title)

- Telnet sklib.usask.ca (or 128.233.1.20)
- At USERNAME prompt, enter SONIA.
- At main menu, select 9, "CIJE plus RIE: 1983 to Present."
- Type HELP to see a summary of search and display commands, field prefixes, and Boolean operators. (Sample search statement to find documents with the descriptor television: f d=television.)
- To end the session, type Q (quit).

TIP: Type BEGINNER to see a system tutorial.

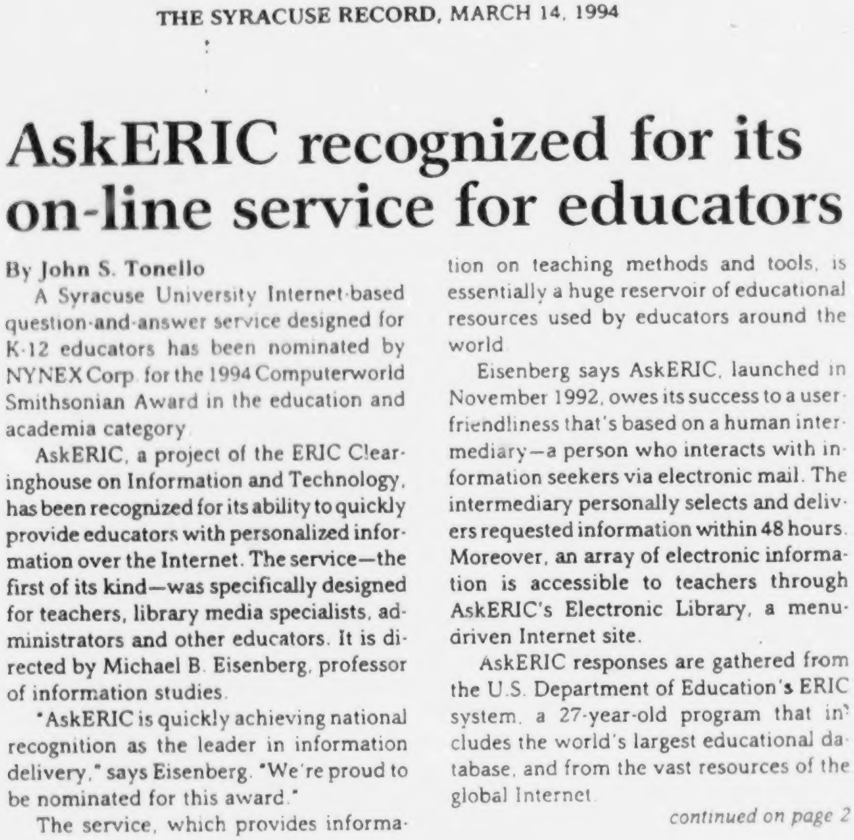
University of North Carolina, Chapel Hill (laUNChpad)

(more than 1,000 full-text ERIC Digests—summaries of current education topics written by the ERIC Clearinghouses)

- Telnet bbs.oit.unc.edu (or 152.2.22.80)
- At the login prompt, type LAUNCH.
- Enter your first and last name as directed. (Remember how you enter your name for future sessions)
- Enter a password of your choice (and remember it).
- At the main menu, select 4, "Topical Document Search (WAIS)."
- Move through the list to ERIC Digests (138 or 139 as of this writing). Hit RETURN to select the file.
- Type one or more keywords and hit RETURN to start the search. Results will be displayed by title in a ranked order based on occurrences of the keyword.
- Highlight a title and hit RETURN to see the full text.
- To end the WAIS session, type Q (quit). To exit laUNChpad, type Q again.

TIP: Type ? to see a list of all commands.

This information was condensed from the ERIC Clearinghouse on Information & Technology's *ERIC Networker*, "Internet Access Points to ERIC."



THE SYRACUSE RECORD, MARCH 14, 1994

AskERIC recognized for its on-line service for educators

By John S. Tonello

A Syracuse University Internet-based question-and-answer service designed for K-12 educators has been nominated by NYNEX Corp. for the 1994 Computerworld Smithsonian Award in the education and academia category.

AskERIC, a project of the ERIC Clearinghouse on Information and Technology, has been recognized for its ability to quickly provide educators with personalized information over the Internet. The service—the first of its kind—was specifically designed for teachers, library media specialists, administrators and other educators. It is directed by Michael B. Eisenberg, professor of information studies.

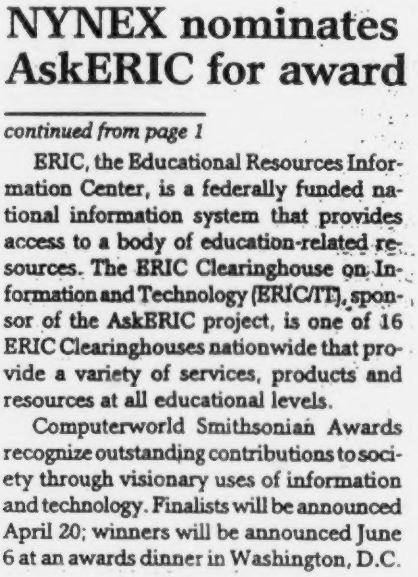
"AskERIC is quickly achieving national recognition as the leader in information delivery," says Eisenberg. "We're proud to be nominated for this award."

The service, which provides information on teaching methods and tools, is essentially a huge reservoir of educational resources used by educators around the world.

Eisenberg says AskERIC, launched in November 1992, owes its success to a user-friendliness that's based on a human intermediary—a person who interacts with information seekers via electronic mail. The intermediary personally selects and delivers requested information within 48 hours. Moreover, an array of electronic information is accessible to teachers through AskERIC's Electronic Library, a menu-driven Internet site.

AskERIC responses are gathered from the U.S. Department of Education's ERIC system, a 27-year-old program that includes the world's largest educational database, and from the vast resources of the global Internet.

continued on page 2



NYNEX nominates AskERIC for award

continued from page 1

ERIC, the Educational Resources Information Center, is a federally funded national information system that provides access to a body of education-related resources. The ERIC Clearinghouse on Information and Technology (ERIC/IT), sponsor of the AskERIC project, is one of 16 ERIC Clearinghouses nationwide that provide a variety of services, products and resources at all educational levels.

Computerworld Smithsonian Awards recognize outstanding contributions to society through visionary uses of information and technology. Finalists will be announced April 20; winners will be announced June 6 at an awards dinner in Washington, D.C.

SYRACUSE UNIVERSITY
SYRACUSE, NEW YORK
13244

THE SYRACUSE RECORD

OCT. 11, 1993 — *Serving Syracuse University and the SUNY College of Environmental Science and Forestry* — VOL. 24, NO. 8

IST helps U.S. gov't release documents electronically

By Darryl J. Geddes

The School of Information Studies is helping the federal government realize the benefits of disseminating government documents electronically.

"A Citizen's Guide on Using the Freedom of Information Act and the Privacy Act of 1974 to Request Government Records," released by a subcommittee of the House Committee on Government Operations, is now available electronically through the Electronic Government Information Service (EGIS) at Syracuse University's ERIC Clearinghouse on Information Resources and Technology. EGIS, an experimental project run by the School of Information Studies, is intended to improve access to and dissemination of government information over the Internet. (The ERIC Clearinghouse, directed by Professor Michael Eisenberg, is located in Room 4-298, Center for Science and Technology.)

"This is the first example of a congressional committee developing a document with the intent that it be transmitted electronically on Internet," said Charles R. McClure, a professor of information studies who has emerged as a leading proponent of the National Research and Education Network, an electronic information superhighway.

"If the document were to be printed by the Government Printing Office, it could take anywhere from two days to two months to complete," McClure said. "ERIC enables individuals to get the document immediately.

"The use of ERIC to transmit this guide to millions of Internet users successfully demonstrates what can be done electronically," McClure said.

Photo by Bill Gandino

Bob Gellmon (background, center), chief counsel for a U.S. House subcommittee, talks with Charles McClure (left), professor of information studies; and Donald Marchand, dean of the School of Information Studies, in the ERIC Clearinghouse office in the Center for Science and Technology.

McClure has testified before various congressional committees urging the federal government to develop an information infrastructure that would allow quick release and access to government documents in electronic format.

Bob Gellmon, chief counsel for the House Subcommittee on Information, Justice, Transportation and Agriculture, and an advocate for improving the management of information resources, visited the School of Information Studies recently to review the EGIS project and to speak with graduate students and faculty about U.S. information policy.

"Bob was quite impressed with the role the School of Information Studies is playing in the development of U.S. information policy and procedure," McClure said.

During a seminar for graduate students, Gellmon spoke of the need for information policy analysts to assist the federal government in the development of federal information policy.

• • •

DIALOG OnDisc®

January 10, 1994

Ted Brandorst
U.S. Department of Education
1301 Piccard Drive
Suite 300
Rockville, MD 20850-4305

Dear Ted:

On behalf of Dialog and the three national to contributors to DIALOG OnDisc® International ERIC, I am pleased to send you a complimentary subscription DIALOG OnDisc International ERIC. The product will arrive under separate cover within the next couple of weeks.

The members of the consortium have asked me to pass on this token of their gratitude to you and Ted and the ERIC organization for its instrumental assistance in getting the new product to market.

We are excited by this cooperative product and I am pleased to report that early reactions to this new product have been enthusiastic.

I understand from Bob Gibson at Micromedia that the ERIC organization may be able to provide some form of promotional assistance for the product in the United States. I would like to exchange some ideas with you on this subject and I will be calling you within the next week.

Sincerely,

Bonnie Zelter

Bonnie Zelter
Marketing Manager, CDROM
(415) 858-6348

CC: Peter Matthews, AEI
Phil Sheffield, BEI
Bob Gibson, Micromedia
Mike Reid, Dialog

DIALOG Information Services, Inc.
A Knight-Ridder Company
3460 Hillview Avenue • Palo Alto, CA 94304-1396 • 800-3-DIALOG (800-334-2564) or 415-858-3785

REFERENCE TOOLS

New! DIALOG OnDisc® International ERIC

International research is as easy as **A B C** with this exciting new CD-ROM product from *Dialog Information Services*, the acknowledged world leader in electronic access and delivery.

Dialog OnDisc® International ERIC is a co-operative enterprise. The individual members of the group have banded together to rationalize the coverage of international educational research literature, promote better exchange of information, build compatible retrieval tools, indexes and thesauri and to eliminate duplication.

Dialog OnDisc® International ERIC is the first product released by the consortium. Throughout its formative stages, the project has received the active support and co-operation of ERIC, the U.S. national information system in education.

As the first international education service *Dialog OnDisc® International ERIC* unites three national English-language educational research databases:

- **Australian Education Index (AEI)**
- **British Education Index (BEI)**
- **Canadian Education Index (CEI)**

Using DIALOG OnDisc® software, *International ERIC* provides unprecedented ease of access to comparative literature from Australia, Great Britain and Canada. Each national database is presented independently, with it's own thesaurus.

Open up a whole new world of educational research with *Dialog OnDisc® International ERIC*, available in Canada **exclusively** from Micromedia Limited.

AUSTRALIA

Covering both published and unpublished forms of literature originating in, and relating to Australia, the *Australian Education Index* includes monographs, research and technical reports, legislation, journal articles and more. All levels of education are covered.

An annual publication of theses from Australian universities and colleges, the *Bibliography of Education Theses in Australia* (BETA) contributes 400-500 theses per year to the AEI database.

BRITAIN

With coverage extending to approximately 300 British theses, and European English-language journals, the *British Education Index* is updated with 4,000 records annually. This database is a comprehensive collection of education-related periodical literature originating in, and relating to, Great Britain.

The *British Education Theses Index* (BETI) is a subject and author index to theses on all aspects of education since 1950. It is produced by the Librarians of Institutes and Schools of Education (LISE).

CANADA

Containing over 31,000 monograph records and 69,000 journal articles from 200 Canadian education journals in English and French, the *Canadian Education Index* is the most comprehensive database of Canadian educational research, increasing at the rate of approximately 5,000 records per year.

As a subset of the *Canadian Education Index* file, the ONTERIS database, which originated in 1976, is included with *Dialog OnDisc® International ERIC*. ONTERIS covers research reports and curriculum documents originating from sources in the province of Ontario.

The Canadian content of *Dialog OnDisc® International ERIC* supersedes the CD-ROM product formerly known as *CD:Education*.

• • • • •

All you need to run *Dialog OnDisc® International ERIC* is an IBM® PC/Compatible or Apple® Macintosh computer and a CD-ROM drive.

Each subscription includes cumulative discs, updated quarterly; DIALOG OnDisc software; complete, comprehensive documentation; quick-reference card; and customer support from Micromedia's CD Centre.

DIALOG OnDisc is a trademark, and DIALOG is a service mark of Dialog Information Services, Inc., a Knight-Ridder company.

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Try DIALOG OnDisc International ERIC, the exciting, new educational reference tool, absolutely FREE and without obligation for a full 30 days.

International research is as easy as **A B C** with this powerful CD-ROM product from DIALOG Information Services, the acknowledged world leader in electronic access and delivery.

As the **first** international education service, DIALOG OnDisc International ERIC unites three national English-language educational research databases:

Australian Education Index (AEI)
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Canadian Education Index (CEI)

Using DIALOG OnDisc software, International ERIC provides unprecedented ease of access to comparative literature from Australia, Great Britain and Canada. Each national database is presented independently with it's own thesaurus.

Open up a whole new world of educational research with DIALOG OnDisc International ERIC, available in Canada **exclusively** from Micromedia Limited.

For your FREE trial, simply complete the information below and fax it to us at (416) 362-6161, or call our CD Centre toll free at 1-800-387-2689. This special offer ends December 31, 1993, so call now!

Each subscription includes cumulative discs, updated quarterly; DIALOG OnDisc software; complete, comprehensive documentation; quick reference card; and customer support from Micromedia's CD Centre.

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INTERNATIONAL ERIC

FREE TRIAL OFFER

☐ ***Yes!*** Please send me DIALOG OnDisc International ERIC for a FREE no-obligation 30 day trial. I understand that I will receive the most recent disc with manual and installation instructions, along with a trial agreement. If I am not totally satisfied, I agree to promptly return all materials to you after the 30 day trial period, and I will owe nothing. If I decide to enter a subscription, I will receive an invoice for the full subscription price.

1993 subscription price:

Non-US customers	$ 900 US
US customers	$ 1,295 US

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DIALOG OnDisc® International ERIC — Your Source for International Educational Research

NOW YOU CAN SEARCH THE EDUcational research literature of multiple countries on one disc using **DIALOG OnDisc International ERIC**. Available exclusively from Dialog, and only in CDROM format, International ERIC brings together educational research literature from Australia, Great Britain, and Canada. Three databases on one disc provide unprecedented access to comparative literature in fields of interest. And each database includes its own thesaurus, making it easy to find records on related topics. DIALOG OnDisc International ERIC consists of:

- **Australian Education Index (AEI)**

Covering both published and unpublished forms of literature originating in, and relating to, Australia, AEI includes monographs, research and technical reports, legislation, and journal articles. All levels of education are covered. The *Bibliography of Theses in Australia* (BETA), an annual publication of theses from Australian universities and colleges, contributes 400 – 500 theses per year to the database. AEI is produced by the Australian Council for Educational Research.

- **British Education Index (BEI)**

With coverage of approximately 300 British and European English-language journals, BEI is updated with 5,000 records annually. This database is a comprehensive collection of education-related periodical literature originating in, and relating to, Great Britain. BEI also includes records for theses from the *British Education Theses Index* (BETI), a subject and author index to theses on all aspects of education since 1950. BEI is produced by the University of Leeds.

This database corresponds to DIALOG File 121 online and is enhanced in International ERIC by the addition of a thesaurus and abstracts.

- **Canadian Education Index (CEI)**

Containing over 31,000 monograph records and 69,000 records for journal articles from 200 Canadian education journals in English and French. CEI is the most comprehensive database of Canadian educational research. Approximately 7,500 records are added to the database each year. CEI is produced by Micromedia Limited.

CEI includes about 15,000 records from the Ontario Education Research Information Service (ONTERIS). ONTERIS records are searchable in International ERIC as part of the CEI database. ONTERIS covers research, reports, and curriculum documents originating from sources located in the Province of Ontario. Document delivery service is available from Micromedia Limited, Technical Information Centre.

Search DIALOG OnDisc International ERIC to find information on:

- Adult and continuing education
- Counseling
- Curriculum
- Educational administration
- Educational policy
- Educational psychology
- Educational systems
- Educational technology
- Language acquisition
- Management in education
- Multicultural education
- Research and measurement techniques
- Special education
- Teacher education
- Training
- Vocational education

...and more!

For more information about DIALOG OnDisc products, compatible equipment, and ordering, contact Dialog Sales at 800-3-DIALOG (800-334-2564) or 415-858-3785. ❑

Coverage Dates:

Australian Education Index	1978 to present
British Education Index:	
BEI records	1976 to present
BETI records	1950 to present
Canadian Education Index	1976 to present
Update Frequency	Quarterly

Annual Subscription:

	U.S.	Non-U.S.
1st year	$1,295	$ 900
Renewal	$ 900	$ 900

Product Code 1985101

Corresponding Online File:
Corresponds in part to British Education Index (File 121)

Data-Star **NEWS** Vol 12 No. 10 October 1993

RadioSuisse
Telecommunications and Databases

DIALOG

OnDisc News and Offers

Have Your Heard About International ERIC?

Three organisations have agreed to supply their data to Dialog to form a combined unique CD-ROM database. The separate databases are:

- The Australian Education Index (produced by the Australian Council for Educational Research)
- The Canadian ERIC (produced by Micromedia)
- The British Education Index (produced by the University of Leeds)

Coverage will be from 1976 onwards for all three sets of data. The Dialog OnDisc will consist of more than 200,000 records initially, growing at a rate of 9,000 records per quarter. Dialog expects to have this new OnDisc product out this month. If you would like to try International ERIC on the Dialog OnDisc free 30-day Trial Programme, please contact the OnDisc Department Tel: +44 (0)865 326226.

MICROMEDIA

UPDATE

Third Quarter 1993

Open Up a Whole New World of Educational Research *with DIALOG OnDisc® International ERIC*

Information on education in Canada has always been readily available in a variety of formats through the many products offered by Micromedia Limited: Canadian Education Index, Microlog Education Collection, Canadian Curriculum Guides, and Educational Periodicals in Microform.

And now we've opened up a whole new world...

DIALOG Information Services, the acknowledged world leader in electronic access and delivery, has developed the first international education service, DIALOG OnDisc International ERIC, available only on CD-ROM, and exclusively in Canada from Micromedia.

Easy as A B C

International ERIC unites three national English-language educational research databases:

- Australian Education Index (AEI)
- British Education Index (BEI)
- Canadian Education Index (CEI)

Using DIALOG OnDisc software, International ERIC provides unprecedented ease of access to comparative literature from Australia, Great Britain and Canada. Each database is presented independently with it's own thesaurus.

Australia

Covering both published and unpublished forms of literature originating in, and relating to Australia, the *Australian Education Index* includes books, monographs, research and technical reports, conference papers and proceedings, curriculum materials, tests, newspaper articles, legislation, journal articles and more. AEI aims at comprehensive coverage of all levels of education.

An annual publication of theses, the *Bibliography of Education Theses in Australia* contributes 400-500 theses per year to the AEI database.

In total, AEI contains approximately 50,000 records and increases by about 4,500 records annually.

Britain

With coverage extending to approximately 300 British theses, and European English-language journals, the *British Education Index* is a comprehensive collection of education-related periodical literature originating in, and relating to, Great Britain.

The *British Education Theses Index* is a subject and author index to theses on all aspects of education since 1950, which have been accepted for higher degrees by the universities of Great Britain, Ireland and the Council for National Academic Awards. Produced by the Librarians of Institutes and Schools of Education, this Theses Index lists over 11,000 records.

In all, BEI contains more than 57,000 records and increases by about 4,000 records annually.

Canada

Containing over 31,000 monograph records and 69,000 journal articles from 200 Canadian education journals in English and French, plus government and research reports, provincial curriculum guides and graduate dissertations, the *Canadian Education Index* is the most comprehensive database of Canadian educational research.

A subset of the *Canadian Education Index* file, the *ONTERIS* database, which originated in 1976, is included with International ERIC. *ONTERIS* covers research reports and curriculum documents originating from sources in the province of Ontario.

The CEI has a current growth rate of approximately 5,000 records per year.

Over 200,000 Records!

By combining these three databases on one CD-ROM, DIALOG OnDisc International ERIC gives you over 200,000 points of reference for education in three countries, making this product an unbeatable source for educators and librarians.

Annual subscriptions to International ERIC include cumulative discs, updated quarterly; DIALOG OnDisc software; complete, comprehensive documentation; quick-reference card; and customer support from Micromedia's CD Centre.

International ERIC runs on a standard IBM PC compatible or Apple Macintosh computer with a CD-ROM drive.

For a FREE 30-day trial of DIALOG OnDisc International ERIC, contact Micromedia's CD Centre at (416) 362-5211 ext. 2512.

The ABC of International Education

Everybody knows ERIC, but what about AEI, BEI and CEI? How do you find information about education in Australia, Britain and Canada?

If you look in ERIC you are not getting the whole picture. Australia, Britain and Canada have separate indexes which list journal articles, papers, reports, theses and monographs published in, or about, each country. These indexes have been available in print and through a variety of electronic media for some years. The *Australian Education Index* (AEI) is a comprehensive index to current literature, and has been available in print since 1958 and online since 1978.

But to undertake a comprehensive search covering Australia, Britain and Canada has been difficult. To help overcome this difficulty, the DIALOG Ondisc® International ERIC CD-ROM is publishing three bibliographic databases — the *Australian Education Index*, the *British Education Index* and the *Canadian Education Index* — on the one CD-ROM disk. As far as possible, the references indexed in each database are presented in compatible formats. Online thesauri are being provided to help with subject searching and, most importantly, the International ERIC databases are presented in a format which will facilitate searches run on the parallel ERIC databases. International ERIC will be available in late 1993 — more details are available from ACER or read the brochure enclosed.

ACER Newsletter, No. 78, October 1993, ISSN 1038-4103

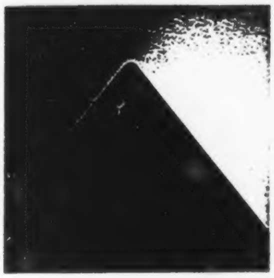
INTERNATIONAL ERIC

International ERIC is a new CD-ROM product from Dialog Information Services, bringing together the Australian, British and Canadian educational databases from 1976 onwards. The producers of the three national English-language databases have undertaken this co-operative enterprise to rationalize the coverage of international educational research literature, to promote better exchanges of information, to build compatible retrieval tools, indexes and thesauri, and to eliminate duplication.

Each national database is presented independently with its own thesaurus. The *Australian education index* covers both published and unpublished literature, including monographs, research and technical reports, legislation, journal articles and theses. Coverage of the *British education index* extends to education-related periodical literature originating in, and relating to, the United Kingdom taken from European English-language journals and to theses. The *Canadian education index* contains monographs and articles from Canadian educational journals in English and French, with a sub-database, 'Onteris', devoted to research reports and curriculum documents originating from sources in the province of Ontario.

International ERIC runs on both IBM PC compatibles or Apple Macintosh computers equipped with a CD-ROM drive. The annual subscription (US$ 900 to non-US customers; US$ 1,295 to US customers) includes cumulative discs (updated quarterly), appropriate software, complete documentation and customer support services.

Educational Innovation, No. 77, December 1993



Enclosed is your latest DIALOG OnDisc® product update.
The disc contains improved DIALOG OnDisc software.
The enhancements include:

- ▲ Improved Data Compression
- ▲ Save or Print Search Strategy

See the enclosed *Technical Note* for more details on the new enhancements.

Please destroy your old disc by cutting it in half.

If you have questions about this shipment, please call CDROM Manufacturing and Fulfillment at 415-858-7820. For assistance with your DIALOG OnDisc products, please call Customer Service at 800-334-2564 or 415-858-3810.

Installation for the New DIALOG OnDisc Software

DIALOG OnDisc for DOS

Your DIALOG OnDisc product contains an automatic update facility. The DIALOG OnDisc software will automatically copy the new version of the software from the CDROM disc over the existing version on your local hard disk or network drive. Your autoexec.bat and config.sys files will not be altered during this process.

LAN: If DIALOG OnDisc is currently located on a network drive on your file server, you must have the proper WRITE access to the appropriate directory. Please contact your LAN administrator if you have questions regarding access. In certain LAN configurations, manual installation of DIALOG OnDisc may be required.

DIALOG OnDisc for the Macintosh®

1. Insert the new disc in the CDROM drive.
2. Open the disc by double-clicking on its icon.
3. Drag the DIALOG OnDisc application icon to the DIALOG OnDisc folder on your hard disk. You will see a message asking whether you want to replace the **"older version"** of the file.
4. Click on **Yes**.

Note: 2 MB of RAM is recommended.

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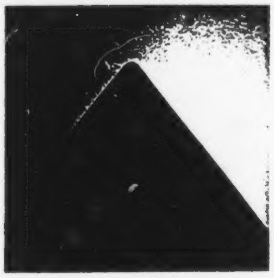
DIALOG ONDISC® for DOS



Technical Note

Save Your Search History *with* Your Search Results

and

DISPLAY SETS PRINT (DSP) Command

Beginning with July 1993 database updates, you can **save your search history (strategy) with your search results** (records), including postings, to a disk or printer. This feature is available in both Easy Menu search and Command Search.

You can also print your Command Search strategy at any stage after the initial set, using the DISPLAY SETS PRINT (DSP) Command.

Instructions are given below, followed by examples of the way your file or printout will look. The examples are taken from a search in **DIALOG OnDisc Environmental Chemistry, Health & Safety™**.

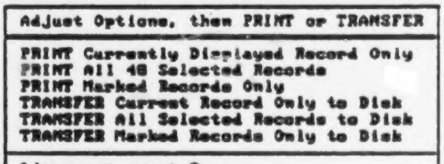
Easy Menu Search

To save your search history with your results, use the option at the bottom of the F8 **PRINT/TRANSFER...** menu: **Include Search History.** Set this option to **Yes** before you select a print or transfer option.

Note: The PRINT/TRANSFER function is available while search results are displayed.

1. Press F8 **PRINT/TRANSFER...**

   Notice that the **Include Search History** default setting is **No.**:



```
Adjust Options, then PRINT or TRANSFER

PRINT Currently Displayed Record Only
PRINT All 48 Selected Records
PRINT Marked Records Only
TRANSFER Current Record Only to Disk
TRANSFER All Selected Records to Disk
TRANSFER Marked Records Only to Disk

Lines per page: 0
Page Break for Each Record: No
Transfer File Format: DISPLAY
Include Search History: No
```

2. To select **Yes**, highlight **Include Search History:** and press Enter.

   Your print or disk file will include the search history at the top of the saved records:

over –>

TN00C-D 7/93

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Easy Menu Search EXAMPLE:
Search History Saved with Search Results

```
1  864 Records with Title Words of CFC
2  95  Records Remaining, Limiting to those with Title Words of ALTERNAT?
3  48  Records remaining, Limiting to those with Year of Publication of 1990
       or 1991 or 1992 or 1993

1. REPLACING CFCS:  THE SEARCH FOR ALTERNATIVES.
2. FASTER CFC PHASEOUT SPURS ALTERNATIVES.
3. CFC ALTERNATIVE HAS LOW TOXICITY, TESTS SHOW.
4. CFC ALTERNATIVES:  ICI UNVEILS HCFC-22 SUBSTITUTE.
5. MITI TO SUPPORT DEVELOPMENT OF NEWER PAINTS, CFC ALTERNATIVES.
6. ALLIED STEPS UP PRESENCE IN CFC ALTERNATIVES MARKET.
7. An overview of the commercial development of chloroflourocarbon (CFC) alternatives.
8. . . .
```

Command Search

Use the DISPLAY SETS PRINT (DSP) command to print your search strategy or, following the SET PRINT command, to save the strategy and results to a file.

Print Your Search Strategy With Your Search Results

At the Command Search prompt:

- Type **DSP** Enter.

Transfer Your Strategy and Search Results to Disk

1. Type **SET PRINT** followed by the target drive, directory, and filename; then press Enter.

   EXAMPLE: A:\SEARCHES\CFCALT

2. TYPE **DSP** Enter.
3. TYPE **PRINT [S#]/[format#]/record #s or ALL]**

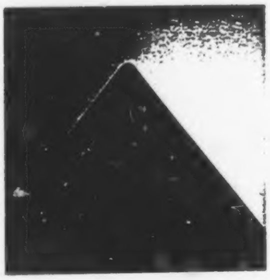
Command Search EXAMPLE:
Search History Saved with Search Results

```
Set  Items  Description
S1     95   CFC?/TI AND ALTERNAT?/TI
S2     48   S1 AND PY=1990:1993

2/TI/1 of 48
Title: REPLACING CFCS:  THE SEARCH FOR ALTERNATIVES.
. . . (See additional titles in Easy Menu Search example above)
```

over ->

TN00C-D 7/93



DIALOG OnDisc for DOS

TECHNICAL NOTE

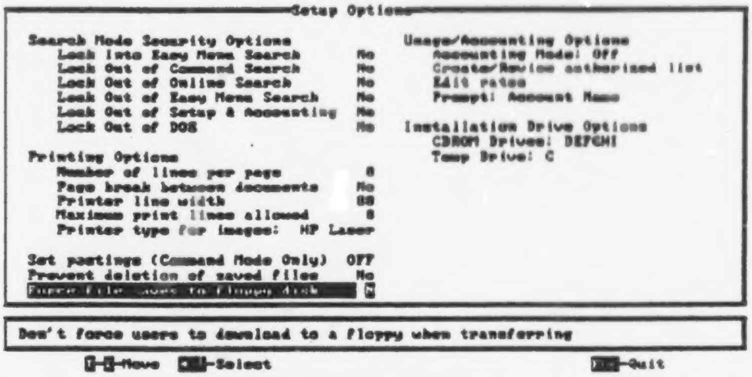
Setup Option: Force Saved Records to Floppy Disk

Beginning with July 1993 DIALOG OnDisc product updates, DIALOG OnDisc administrators can now allow users to save search results to a floppy disk (or *diskette*) while preventing user access to the hard disk. Use the following instructions to force saved records to the A or to give users the option of selecting either the A or B drive:

1. Select **Setup and Accounting** from the **Select Search Mode** menu.

2. Select **Setup Software** from the **Setup and Accounting** menu.

   You will see a new function at the bottom of the screen: **Force file saves to floppy disk.**



```
                              Setup Options
 Search Mode Security Options                  Usage/Accounting Options
     Lock Into Easy Menu Search       No           Accounting Mode: Off
     Lock Out of Command Search       No           Create/Review authorized list
     Lock Out of Online Search        No           Edit rates
     Lock Out of Easy Menu Search     No           Prompt: Account Name
     Lock Out of Setup & Accounting   No
     Lock Out of DOS                  No       Installation Drive Options
                                                   CDROM Drives: DEFGHI
 Printing Options                                  Temp Drive: C
     Number of lines per page          0
     Page break between documents     No
     Printer line width               80
     Maximum print lines allowed       0
     Printer type for images:   HP Laser

 Set postings (Command Mode Only)    OFF
 Prevent deletion of saved files      No
 Force file saves to floppy disk       N

 Don't force users to download to a floppy when transferring
```

There are three setup options available for this function:

- **N**, for No (selection). *This is the choice shown above, as the help line at the bottom of the screen explains.*
- **A**, for the A drive.
- **B**, for the B drive or A:

With the **B** choice, when you select **TRANSFER...** of records to disk the **Filename** prompt indicates **B:** as the default:

Filename: B:

At this prompt, you may use the **BACKSPACE** key to delete **B:** and type **A:** .

over -->

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BEST COPY AVAILABLE

3. To change the current setting, highlight **Force file saves to floppy disk** and press ENTER either once or twice to display the desired option.

4. When the desired option is displayed, press **ESC** to exit Setup mode.

   You will receive the following message:

   ```
   Save changes (Y/N)?
   ```

5. Enter **Y** to save your new Setup choice.

   You will automatically be returned to the **Setup and Accounting** menu – which you can "quit" by pressing **ESC** to return to the **Select Search Mode** menu.

Business Day

The New York Times
WEDNESDAY, APRIL 6, 1994

George Olson for The New York Times

Dialog Information Systems Inc. is to announce a new fee structure based on the number of people who are authorized to view an electronic document or to receive their own electronic copies. Nancy E. Honig, associate general counsel of Dialog, has overseen the development of the new service.

Fee Plan to Share On-Line Data

By TERESA RIORDAN

Special to The New York Times

WASHINGTON, April 5 — How should information be priced in the information age? That is the central riddle of the digital revolution.

Proposing an answer, Dialog Information Systems Inc., one of the largest publishers of electronic data bases for corporate librarians, will announce a new fee structure on Wednesday that departs from current industry pricing.

Prices that corporate clients pay to download documents like business directories and scientific abstracts from Dialog's electronic libraries will now be based on the number of authorized users of the documents.

Currently, corporate and professional customers of Dialog and competing services like Mead Data Central's Lexis-Nexis data bases, pay monthly subscriber rates and on-line search fees that often total tens of thousand dollars a year. But industry pricing has generally assumed that only the person conducting an on-line search of the data base would read the documents retrieved. Not only is there usually no pricing provision for sharing the information with co-workers, but also doing so may be a copyright violation.

Now, Dialog means to sell clients the right to share the documents retrieved electronically. While some industry experts call the plan unworkable because it will be difficult to enforce, others see it as an understandable effort by Dialog to insure a revenue stream from the deluge of information it pumps through its computer networks. And clients may benefit, too, some experts say.

"It's risky, but they've got no choice," Barbara Quint, editor of Searcher, a magazine for professional data base users, said. "They charge an awful lot of money for data which you are inhibited from using in any meaningful way."

Dialog, a Palo Alto, Calif., subsidiary of Knight-Ridder whose electronic search service includes 450 data bases, said it would announce the new service here Wednesday at a conference for its subscribers. Some customers have been using the service on a trial basis since early March.

Industry experts said the move went a long way toward addressing the central paradox of such data base services. For publishers of corporate and professional information like Standard & Poor's corporate register, computer networks represent a

Continued on Page D6

Data by the Dollar

The computerized data-base service Dialog Information Systems, which is used primarily by corporate librarians, will begin basing its fees on the number of people within a corporation who are authorized to read documents downloaded from Dialog. Based on a formula using "multipliers," it will be cheaper for a Dialog client to let many people share computer access to a single document than to make many copies and distribute them electronically. The examples are based on a document that would cost $2 to retrieve.

ARCHIVAL STORAGE

PRICE	MULTIPLIER	TOTAL	NUMBER OF PEOPLE AUTHORIZED TO READ A SINGLE COPY OF A DOCUMENT
$2	3	$ 6	up to 25
$2	6	$12	26-200
$2	10	$20	201-500

REDISTRIBUTION RIGHTS

PRICE	MULTIPLIER	TOTAL	NUMBER OF ADDITIONAL COPIES AUTHORIZED
$2	1	$ 2	2
$2	3	$ 6	3-15
$2	4	$ 8	16-50
$2	5	$10	51-100
$2	6	$12	100-200
$2	10	$20	201-500

Source: Dialog Information Systems.

vast business opportunity — and an enormous threat. Electronic distribution can disseminate these pubishers' information quickly and broadly to a clientele they might never otherwise reach. But that ease and breadth can make it virtually impossible to keep track of who is reading the material and to charge them a fee.

Some big publishers of financial data bases available via Dialog — including Dun & Bradstreet, the Information Access Company and American Business Information — have agreed to the new Dialog policy.

The possibility of losing control of the product "has been out there a long time," said Linnea J. Christiani, senior manager of licensing and distribution for Information Access of Foster City, Calif., which acts as a broker between Dialog and data base publishers. "At least this way we're getting paid."

But notable holdouts to Dialog's new plan include the Institute for Scientific Information, the Gale Research Company, University Microfilms International and Psychinfo.

The agreement would give Dialog too much power over redistribution and reprint rights, said Dennis B. Auld, director of Psychinfo, a data base sponsored by the American Psychological Association in Washington. "I don't want any vendor having the say-so over my data," he said.

Nancy E. Honig, who is associate general counsel of Dialog and has overseen the development of the new service, conceded that data base publishers might be worried about whether the new dissemination policy would devalue their commodity as copies of their documents disappear into the ether of computer networks. Indeed, she said Dialog itself was "of two camps" about whether the new service was a good idea.

She estimates, however, that Dialog and its publishers are losing millions of dollars a year on electronic copies.

Ms. Quint, the Searcher editor, said some publishers "are nervous about somebody taking their data once and then using it a zillion times."

"The carrot Dialog is dangling," she said, "is that the producers will see the extra money, and that there's a lot of money to be made."

Keystrokes for E-Mail

By adding a few keystrokes at the end of their search, Dialog searchers, many of whom are corporate librarians, will be able to send hundreds of copies of an article through a company's electronic mail system. Or they will be able to store an archival copy of the document, which employees can read from their own computers.

Besides the fee for retrieving the document, additional fees will be levied depending on how many people will be able to use it. With a $2 document, for example, it would cost $6 for up to 25 people to have access to the document through the corporate archive. The client would pay $8 for permission to send electronic copies directly to 25 people.

Previously, under the copyright laws, a searcher would have had to go to the publisher of the document to get permission to redistribute it.

"Let's say we've got a librarian at Proctor & Gamble, and part of her job is to identify resources on soap flakes," Ms. Honig said. The librarian might set up her Dialog account to be regularly alerted to new articles about soap flakes, which she would reprint in a monthly newsletter for 1,000 company employees.

Copyright Law at Issue

"Until now, that's been impossible to do without violating copyright law," Ms. Honig said. "She would have had to call every information provider and get permission from each one, and they all would have had different requirements."

Dialog's main competitor, Mead Data Central, which is based in Dayton, Ohio, said it had no plans to offer a similar service. "Right now, mass distribution like that is not a priority for us," a spokesman, Anthony A. Sprauve, said. "Our emphasis is more on the individual end-user."

Although the two companies increasingly overlap in the data bases they supply, Mead in its Lexis-Nexis service has traditionally specialized in full-text retrieval of newspapers, newsletters, public records and legal documents — information more likely to be retrieved directly by individuals conducting their own on-line searches. Dialog has traditionally specialized in business directories and scientific bibliographies and abstracts — data more likely to be searched by a corporate or professional librarian for co-workers.

But Ms. Quint, the Searcher editor, argued that Mead could not long avoid the copyright issue.

Some people doubt that such a payment system, which will operate on the honor system, can work.

"We're talking about something you can reproduce infinitely with no cost to yourself," John Perry Barlow, vice chairman of the Electronic Frontier Foundation, a nonprofit group devoted to computer network issues. "The only thing restraining you is your conscience."

John S. Rosenberg, the head of On-line Resources, Inc., a research firm in Falls Church, Va., that specializes in data base searches and is a big Dialog customer, commended Dialog's new policy but said it could prove costly for the scrupulous.

"There's going to be a fairly direct price increase for people who are honest," he said. "In the past it was so hard to get permission to do it, you just did it and didn't worry about it."

But Ms. Quint maintained that because Dialog was for professionals, unlike consumer-oriented on-line services like Compuserve and Prodigy, compliance with the new fee structure might be strong.

"They're institutional creatures," she said of the professional searchers. "They're not going to do anything illegal."

She added that the system would allow them to avoid potentially expensive copyright litigation like that experienced recently by Texaco Inc. A large group of scientific publishers recently won a copyright infringement case against Texaco, which they said had routinely photocopied articles illegally. Texaco is appealing the case.

Moreover, Ms. Honig also implied that Dialog intended to wield a big stick. "We're not going to be out there policing, but if it comes to our attention that a customer is abrogating copyright law, we're going to take action," she said. Theoretically, it could involve a lawsuit.

"Of course," she added, "we would feel terrible about suing a customer. It would have to be an egregious case."

DIALOG NEWS

Dialog Information Services, Inc.
3460 Hillview Avenue
Palo Alto, CA 94304

A Knight-Ridder Company KR

PRESS CONTACT: Judy Hunter
Public Relations
800-3-DIALOG (800-334-2564)
or 415-858-7025

FOR IMMEDIATE RELEASE

TARGET — A NEW WAY TO SEARCH ON DIALOG*

PALO ALTO, CA, 1 November 1993 — Dialog Information Services, Inc. will preview TARGET, a relevance ranking tool for searching in text files, at the Online/CD-ROM '93 Conference in Washington, DC on November 1-3, 1993.

Billed as "a new way to search on DIALOG," TARGET is particularly useful for initial or general searches of full-text information when the searcher:

- wants the most relevant records on a subject without having to wade through many records
- is unfamiliar with a subject area and needs to conduct an initial search to "get a feel" for what is out there
- is not an expert searcher

Based on statistical weighting rather than pure Boolean logic, TARGET automatically evaluates which articles are the most relevant to the searcher. It does this by examining the number of times key terms appear in each document. TARGET then generates a list of up to 50 articles, sorting them in descending order, with the most statistically relevant at the top of the list.

TARGET can be accessed either by a menu mode, ideal for users with little or no search experience, or with a command mode for experienced searchers. TARGET works with the OneSearch* multiple-file search capability and can be used in most text or bibliographic databases. There is no surcharge for TARGET.

Dialog Information Services, Inc., a Knight-Ridder company, is the acknowledged world leader in electronic information access and delivery. The DIALOG service contains more than 450 databases, primarily in the business, news, scientific, and technical areas, used by over 155,000 customers in 100 countries. The DIALOG OnDisc* collection of databases on CDROM consists of more than 40 titles offered in six subject families: Business Information, Education & Humanities, Health & Biomedicine, Law & Government, Newspapers, and Science & Technology.

Customers interested in more information on TARGET should contact their account representatives or the Sales Department at Dialog Information Services, Inc., 3460 Hillview, Palo Alto, CA 94304, or phone: 800-3-DIALOG (800-334-2564) or 415-858-3785, or fax: 415-858-7069.

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*DIALOG, DIALOG OnDisc, and OneSearch are service marks (registered U.S. Patent & Trademark Office) of Dialog Information Services, Inc. Dialog Information Services, Inc. is a Knight-Ridder company.

SilverPlatter Information, Inc.
100 River Ridge Drive
Norwood, MA 02062-5026
U.S.A.
Tel: 617-769-2599
Fax: 617-769-8763

December 23, 1993

Eric Processing & Reference Facility
1301 Riccard Drive, Suite 300
Rockville, MD 20850
Attn: Ted Brandhorst

Dear Mr. Brandhorst:

As of January 1, 1994, SilverPlatter will no longer require subscribers to return superseded CD-ROM discs. Subscribers will be required to destroy each superseded disc. The terms of the subscribers' license agreements will continue to prohibit use of superseded discs.
We have changed our return disc policy because of the burdens which the current program imposes on customers and on us, because we believe the costs of administering the program to have the superseded discs returned far exceeds any possible loss of revenue which might occur as a result of violation of the license agreements, and because we are confident that it will benefit the overall sales and renewals of your database.

In the past two years, we have experimented with a "no return disc" policy with several of our public domain databases and have found no detrimental effects. Our experience indicated that second copy subscriptions to these public files did not decline--and, in fact, overall subscriptions increased. We will monitor compliance with the license agreements, and will not tolerate unauthorized use of superseded discs.

Currently, we are devoting a significant amount of time and resources to maintaining an elaborate system to track each returned disc, and to send a dunning notice to each subscriber worldwide who failed to return a disc. Customers have complained that returning discs is time-consuming and costly. Further, when returned discs are not received at SilverPlatter, customer updates are delayed--resulting in unhappy customers and postponed renewals. We believe that we can mutually benefit from redirecting our energies toward expanding the market for your database.

We are committed to increasing the number of new subscribers who will benefit from your database, and to renewing subscriptions of those customers who already use your database.

Should you have any questions about our new superseded disc policy, please do not hesitate to contact me or your IP Relations Account Executive.

Sincerely,

Nancy Knight

Nancy Knight
Vice President of Information Provider Relations
iplet.erc

Affiliated Companies:
SilverPlatter Information Ltd.
10 Barley Mow Passage
Chiswick, London W4 4PH
U.K.
Tel: +44 (0) 81-995 8242
Fax: +44 (0) 81-995 5159

SilverPlatter Information B.V.
P.C. Hooftstraat 116
1071 CD Amsterdam
The Netherlands
Tel: +31 (0) 20-675 4199
Fax: +31 (0) 20-675 5003

SilverPlatter Information, Inc.
100 River Ridge Drive
Norwood, MA 02062-5026
U.S.A.
Tel: 617-769-2599
Fax: 617-769-8763

SilverPlatter

Dear SilverPlatter Information Provider,

Enclosed is an advance copy of our new WinSPIRS software for the Microsoft Windows environment. As you are aware, for the past several months, WinSPIRS has been in beta test at over 50 sites worldwide. The response and feedback have been extremely positive. Because we have found this beta software to be highly stable, and the desire for a Windows version of SPIRS to be overwhelming, we are making a beta copy of WinSPIRS available to you on a controlled basis in order that you can preview your database with our technology.

WinSPIRS is the result of a major development project at SilverPlatter. We have redesigned both our search engine and retrieval interface to take advantage of the many benefits of a Graphical User Interface. WinSPIRS offers the best of retrieval technology and delivers a new, high performance search software.

This is a special opportunity to preview WinSPIRS and to experience the benefits of this powerful new search software. We hope that you will begin to use WinSPIRS. It is for use with all PC-SPIRS compatible databases.

Over the next few months, we intend to make WinSPIRS 1.0 available in General Release to all of our users, worldwide. This version of WinSPIRS will include several bug fixes and enhancements to the beta test software which is enclosed. Please read the enclosed material for information on all of the known bugs in this version and for other release notes relevant to this WinSPIRS beta software.

If you have any questions or comments, please contact SilverPlatter or your IP Relations Account Executive.

Very truly yours,

Nancy Knight

Nancy Knight
Vice President
IP Relations

Affiliated Companies:
SilverPlatter Information Ltd
10 Barley Mow Passage
Chiswick, London W4 4PH
U.K.
Tel: +44 (0) 81-995 8242
Fax: +44 (0) 81-995 5159

SilverPlatter Information B.V.
P.C. Hooftstraat 116
1071 CD Amsterdam
The Netherlands
Tel: +31 (0) 20-675 4199
Fax: +31 (0) 20-675 5003

MC-400-004

Software Release Notes *WinSPIRS 1.0 Beta*

The following is a list of helpful hints and known bugs which may occur when using SilverPlatter's WinSPIRS 1.0 BETA software. We have indicated which bugs will be fixed with WinSPIRS Version 1.0. Customer Support has provided solutions where they are available.

DATABASE SPECIFIC

ERIC's DE field is searchable, but it does not display unless there is a hit in that field. In addition, users cannot display the DE field through the Show Options box. This will be fixed with Version 1.0.

When searching multiple discs, users may receive an error message searching PsycBooks with the Hotlinks feature. PsycBooks should be searched by itself. This will be fixed with Version 1.0.

AUTOMATIC SUBJECT LOOKUP (ASL)

ASL is designed to help users define their searches by mapping user input to the database controlled vocabulary and suggesting alternative search terms. The list of suggested terms is presented in order of occurrence with less relevant terms at the bottom of the list.

Although ASL is available with most SilverPlatter databases, the function should only be used with specific databases and may produce an error message when used with others. To avoid the error message, we recommend that you use it with only the following databases:

- AgeLine
- AIDSLINE
- Applied Science & Tech. Index
- Art Index
- AV Online
- Biography Index
- Biological & Agricultural Index
- Book Review Digest
- Business Periodicals Index
- CANCERLIT
- ClinPSYC
- Cumulative Book Index
- Education Index
- ERIC on SilverPlatter
- Essay & General Literature Index
- General Science Index
- HealthPLAN-CD
- Humanities Index
- ICONDA
- Index to Legal Periodicals
- Information Science Abs. Plus
- Int'l Nuclear Info. System (INIS)
- Int'l Pharmaceutical Abs. (IPA)
- Library Literature
- Life Sciences Collection
- MDX Health Digest
- MEDLINE Express
- MEDLINE Professional
- MEDLINE Standard
- NTIS on SilverPlatter
- Nursing & Allied Hlth (CINAHL)
- OCLC Computer Library
- OCLC Education Library
- OCLC Environment Library
- OCLC Music Library
- PsycINFO
- PsycLIT (Journals & Books)
- Readers' Guide Abstracts
- Readers' Guide to Periodical Lit.
- RSWB
- Social Sciences Index
- Social Work Abstracts Plus
- TROPAG & RURAL
- WasteInfo
- WATERLIT
- Wilson Business Abstracts

INSTALLATION

The CINAHL disc must be placed before any MEDLINE discs in a tower of CD drives. Otherwise, if users search the databases simultaneously, the CINAHL subject headings will not be searchable or displayable. This will be fixed with Version 1.0.

Special instructions are needed to use WinSPIRS as the Windows shell for a dedicated workstation setup. Please call SilverPlatter's Customer Support department for more information.

Users may receive an FC27 error when trying to access MEDLINE Express on hard disk. Please call Customer Support if you encounter this problem.

MeSH THESAURUS

When a term is searched in the MeSH thesaurus, the highlight appears over that term within the MeSH list. This gives users a chance to scroll through MeSH. When the highlight bar is moved to another term, search options are not grayed out (single-term or explode) even though the term has not yet been selected by the user. Users must highlight the second term in order to select it. This will be fixed with Version 1.0.

If users enter EXP <TERM> /ALL at the search window for a MeSH term that has no narrower terms, WinSPIRS will perform an accurate single-term search, although the search history will display the search statement as an explode.

If users search <TERM>/ALL, either from the thesaurus or at the search window, for a MeSH term that allows no subheadings, WinSPIRS will execute the search accurately although the search history statement displays "all subheadings".

LIMIT FIELDS

When limiting a search, the entire limit field or limit value may not show in the Limit Options box. Users may not be able to see the entire limit value until it has been selected and added to the new search.

SHOW, PRINT OR DOWNLOAD

WinSPIRS does not automatically clear marked sets once they have been printed or downloaded. Users may get duplicate sets of previously printed or downloaded marked records unless they select Clear Marked Sets from the Records menu after each print or download.

Currently there is no way to remove document numbers (e.g., 12 of 30) from downloaded records. ProCite users should remove these numbers from the file before importing it into their database. This will be fixed in Version 1.0.

The "Show Brief Fields" button shows the fields specified by the user in the Show Options box. If a user specifies ALL fields in the Show Options Box, selecting "Show Brief Fields" and "Show All Fields" produces the same results.

There is currently no way to change the format of a downloaded file. Users who cannot correctly print unformatted ASCII text to a dot matrix printer can import the file into a word processor. This will be fixed in Version 1.0.

The keyboard navigation keys may not work in some areas (e.g., the arrow keys).

LATERAL SEARCHING

When lateral searching a multi-word term that contains a comma, only one term is highlighted when double clicking on the multi-word term. For example, when users double-click on the term GENETICS,-MEDICAL, only GENETICS will be highlighted and searched. To avoid the bug, highlight the entire term and click on the "Add to Search" button. This will be fixed with Version 1.0.

INDEX FUNCTION

The behavior of the scroll bar in certain limit field index boxes that contain a large number of entries is inaccurate. For example, in the AN index, the "thumb" control may appear at the bottom of the scroll bar, regardless of the portion of the index that is being displayed. In addition, users may not be able to view the entire list. Indexes that include one entry for every record in the database will be surpressed from view in the future.

In MEDLINE, there are duplicate entries in the Checktags index (e.g., human and human-). They result in the same number of hits. This will be corrected in the 1994 Edition of MEDLINE.

NETWORK ISSUES

If you receive a General Protection Fault at address 0001:49E4 when starting WinSPIRS, ensure that there are no drive letters mapped to other versions of SilverPlatter software.

HELPFUL HINTS

The field defaults for Show, Print, and Download are pre-set. Users can change these settings when they enter WinSPIRS. However, the pre-set defaults cannot be permanently changed.

To print or download "held titles only" records when using Library Holdings, select Show Held Titles Only from the Records menu, then print or download all records.

To mark records, click on the small box next to the record number, or select a record by clicking anywhere in the record with the mouse and choose Mark Current Record from the Records menu.

When reconfiguring SPIRS to select legal drives for the download and search history functions, users will receive a message if they place spaces in a list of drive letters. Separate drive letters by commas, not by spaces.

Installing WinSPIRS

TO INSTALL THE WinSPIRS 1.0 BETA SOFTWARE:

1. Insert WinSPIRS 1.0 BETA Setup Disk 1 into a floppy drive.
2. Start Windows from the DOS prompt.
3. From the Program Manager, choose File, then Run from the menu.
4. At the command line, type the drive letter where the WinSPIRS disk is located and the word *setup*, such as `a:setup`, and click OK (or press ENTER).
5. When the WinSPIRS Setup screen appears, click CONTINUE to continue the installation.
6. The next dialog box displays a prompt asking you to confirm the WinSPIRS subdirectory. Click CONTINUE to accept the default subdirectory C:\WINSPIRS, or type a new subdirectory and click CONTINUE.
7. After Disk 1 is finished installing, you will be prompted to insert Disk 2. Insert Disk 2 and click OK or press ENTER to continue the installation.
8. After the installation is complete, you can click OK to accept the default configuration options, or you can click the RECONFIG button to change the options. Options can be changed at any time through the *WinSPIRS* RECONFIG program.

Once done, you will return to the Program Manager. A new program group named WinSPIRS, containing the WinSPIRS icon and the WinSPIRS Reconfiguration icon, will be displayed in the Program Manager.

You are now ready to use WinSPIRS. For more information, see the *WinSPIRS Getting Started Guide*.

LT-980-020

SilverPlatter Information, Inc.
100 River Ridge Drive
Norwood, MA 02062-5043
U.S.A.
Tel: 617-769-2599
Fax: 617-769-8763

March 28, 1994

Mr. Ted Brandhorst
ERIC Processing and Reference Facility
1301 Riccard Dr., Suite 300
Rockville, MD 20850

Dear Ted,

I enjoyed our conversation last week regarding the Internet and SilverPlatter's project investigating its use for data delivery. I have summarized our discussion in this letter outlining our current progress. Please feel free to call me with any questions.

Background.
Over the past year, SilverPlatter has noticed the possibilities available by the myriad of computer networks collectively referred to as the Internet. It is clear to us that the Internet will radically transform the information delivery landscape. SilverPlatter has built its reputation using CD-ROM as a method of distribution, we are beginning to explore how to best use the Internet as a means of creating an additional service for serving our customers and business partners.

Description of Beta Test.
SilverPlatter is currently in the early stages of testing Internet delivery of information. The goal of the project is to create a commercial channel that will offer our Information Providers and distributors a new opportunity, and to offer customers a reliable, hassle-free method for accessing the data they need.

The project is based on SilverPlatter's ERL technology which uses client-server architecture. SilverPlatter is hosting 10 databases on an Intel-based server in our Norwood, MA office. These databases are available on a no charge basis via Internet for approximately 20 customer sites. These customers are full Internet nodes and access the data with our DOS client software. The Windows and Macintosh clients will be available later this spring.

We are planning to expand both the number of users and databases that are part of the beta test. We would like to increase the number of users to approximately 60 around the world. We would also like to offer the opportunity for additional data providers to become involved by making more data available to this beta group.

Affiliated Companies:
SilverPlatter Information Ltd.
10 Barley Mow Passage
Chiswick, London W4 4PH
U.K.
Tel: +44 (0) 81-995 8242
Fax: +44 (0) 81-995 5159

SilverPlatter Information B.V.
P.C. Hooftstraat 116
1071 CD Amsterdam
The Netherlands
Tel: +31 (0) 20-675 4199
Fax: +31 (0) 20-675 5003

Testing Business Models.

In addition to testing the hardware and software components of this service, a very important consideration will be determining which business model to use in making this a commercial service that adds value for you. Throughout this test phase, we are especially interested in hearing from you about how you will be best served by this type of service. Again, our goal is to build a secure method of data delivery that helps our data providers achieve their goals.

SilverPlatter has considered several possible models which are outlined below. Consider these a starting point for our discussion.

I) Single Database subscription

This approach is similar to our existing CD-ROM subscription model except the data will be read off of a server over Internet. The goal is to offer the user a choice of how they want to access the data.

II) Group/Library Subscription

The second type of subscription could be to a "library" of products. In this scenario the user would subscribe to a predetermined number or group of databases. Simultaneous usage to these databases will be for the group of databases rather than for each individual database as is the case with CD-ROM. This will limit the amount of usage that any one database may get which could allow us to offer the package of databases at a price below the sum of their individual subscription fees. The idea is to extend use of the data to new markets that previously wouldn't buy a full subscription.

If you would like more information on our Internet delivery project by please feel free to call me at 800-343-0064.

Sincerely,

Mark Sutton
Director of Marketing/Internet Delivery Project

CD PLUS

Dear BRS Customer,

I'm pleased to announce that CD PLUS Technologies has signed an agreement to acquire the BRS Online Products division of InfoPro Technologies. I would like to explain how this will affect you as a BRS customer. I think you'll find our vision an exciting one.

First and foremost, I'd like to reassure you that the BRS service will operate as usual for a number of months as we work through a transition period. After this time, the CD PLUS OVID interface will replace the BRS interface. Because OVID supports the dot-dot command syntax and powerful searching tools you are familiar with, you will experience no interruption in service.

Improved Search Capabilities
OVID also offers new capabilities for you as a professional searcher. These include natural language mapping to subject headings, database specific limits and searchable tree displays and permuted indexes. Occasional searchers will benefit from OVID's full screen menus and context sensitive HELP. When our client/server OVID software is released, Internet customers will be able to search via Windows, DOS and Macintosh interfaces, and using either the Windows or Macintosh interfaces, access images within the full text journal collection and have all the functionality associated with graphical user interfaces.

More Access Options
Like BRS, CD PLUS has specialized in serving the information needs of the biomedical and scientific community. Our focus, however, has been on *local* search solutions for single users, institutions and consortia. Combining the resources of CD PLUS and BRS will place us in the unique position of being able to provide you a complete range of information service options, from CD-ROM to local magnetic networks, to centrally loaded files available via phone lines and the Internet.

Flexible Pricing Options
We recognize the need for predictable online costs and flexible payment options. To this end, we are currently evaluating a number of possibilities, including fixed fee and simplified pay-as-you-go alternatives.

Let me conclude by assuring you that we are committed to providing you with superior products and services. As the transition progresses, we will be sending more detailed information about our plans. If you have any questions about our services or suggestions about things you would like to see us do, please contact CD PLUS Technologies at 800-950-2035 x400 or 212-563-3006 x400.

We look forward to working with you to create the kinds of services and products you need.

Sincerely,

Mark Nelson

Mark Nelson
President, CD PLUS Technologies

333 Seventh Avenue • New York, NY 10001 • Tel: 800-950-2035/212-563-3006 • Fax: 212-563-3784 • Internet: cdplus@cdplus.com

DATABASE INDUSTRY SCENE

InfoPro Technologies Sold and Divided: BRS to CD Plus, BRS Software to Dataware, ORBIT to Questel

The rumors have finally come true. MHC Inc., the holding company for remaining Maxwell/Macmillan interests, has announced the sale of the divisions of InfoPro Technologies, a subsidiary of the late Robert Maxwell's U.S. publishing holdings. A group of three firms negotiated the sale, with each company acquiring the assets of InfoPro Technologies' existing divisions. CD Plus Technologies acquired BRS Online Products, Dataware Technologies took BRS Software Products, and Questel now owns ORBIT Online Products. Each company will operate the businesses separately.

InfoPro Technologies itself will cease operation, with some facilities taken over by new owners, and other operations moved or closed. InfoPro Technologies was established in 1989 through the merger of the ORBIT Search Service (in operation since 1973) and Bibliographic Retrieval Service (which began commercial operations in 1977). Currently BRS and ORBIT run data operations on computers in Illinois at the Official Airline Guides service. By the end of June, new owners will have to remove their data from those machines.

Andy Gregory, president of InfoPro Technologies, congratulated the new owners and predicted that "a large part of the strategies we started at InfoPro Technologies will go forward in whole or in part and customers will continue to get good information at good value." Not all InfoPro Technologies employees could expect to transfer to staff positions with the new owners, but Gregory expected from 70 to 85% of the jobs would remain for the present.

What Will Happen to BRS?

According to Mark Nelson, founder and president of CD Plus Technologies, the firm intended to start an online dial-up operation sometime this year anyway. The goal of CD Plus' strategy is to develop "media independent access from CD-ROM stand-alone discs to local magnetic networks to centrally loaded files accessible via phone lines and the Internet." The chance to buy BRS operations seemed an excellent opportunity. CD Plus, like BRS, targets scientific, biomedical, and academic markets. BRS could add more full-text and new databases to CD Plus' collection. Martin Kahn, chairman of the board at CD-Plus, and Deborah Hull, chief operating officer, managed BRS before its sale to Maxwell. The command mode interface in CD Plus' Ovid software uses the same "dot-dot" syntax as BRS/Search software.

> **"...CD Plus will replace the BRS/Search software engine with its own Ovid software.... 'Dot-dot' BRS searchers should find Ovid's command mode familiar."**

At the time of the announcement, CD Plus management had no specific content changes to announce. They do plan to review current content with an eye to market and database strengths. According to Martin Kahn, they will definitely keep the major medical and academic databases, but may drop some smaller files. The Comprehensive Core Medical Library (CCML) collection of full-text sources on BRS constituted a major attraction for the BRS purchase, according to Kahn. CD Plus plans to add more full text in the future, both in the number of titles covered and in the addition of electronic delivery of journal article images of graphics, tables, pictures, etc. They will move BRS operations to their New York headquarters before the end of June. Ovid software already supports overlapping databases with BRS, e.g., Medline, PsycINFO, Embase, ERIC, etc. According to Mark Nelson, they might ultimately run the BRS operation outside New York City.

When the transfer of database operations to New York is complete sometime after June, CD Plus will replace the BRS/Search software engine with its own Ovid software. The Ovid software can work in client/server versions with DOS, Windows, and Unix operating environments. "Dot-dot" BRS searchers should find Ovid's command mode familiar. CD Plus plans to deliver images of charts, tables, and figures from journal articles over the Internet as compressed graphics files using a standard graphics format like TIFF. The software will decompress and display when client hardware and software permit.

With the new acquisition, CD Plus was busy examining BRS contracts with database producers and key clients. They are setting up new negotiation sessions to deal, among other things, with the expanded media opportunities of CD Plus' local area network, magnetic tape,

(continued on page 14)

(continued from page 12)

and CD-ROM product lines. According to one CD Plus executive, they may phase out the BRS name or possibly combine it with CD Plus designations. They may keep the Colleague name in some form, too. BRS/Colleague targeted health professionals with a menu system and special marketing.

There seems little doubt that BRS will never be the same again, but CD Plus does promise new software options, new full-text options, and increased support to large customers. The most immediate downside of the switch would be the fate of small, exclusive files with limited revenue potential. However, the ever declining cost of operating small databases, combined with cheap network access, primarily the Internet, should offer any dropped database producers several options for recovering their online availability. Academic databases might turn to campus computer networks. At present, CD Plus in general concentrates on major sales to major customers rather than the retail-oriented marketing, except for Colleague. However, one of the contracts CD Plus Technologies will find in the BRS pile is the gateway arrangement with Telebase Systems' Easynet Knowledge Gateway. Again the rise of network access options could switch general marketing of CD Plus/BRS data to customers acting as user intermediaries. Time will tell.

What Will Happen to BRS Software?

Rumors persist that BRS Software Products, home of BRS/Search text and image database management software, constituted the most profitable center of InfoPro Technologies operations at one time. BRS created BRS Software in 1982 as a separate division for marketing its text information management software. In 1993, BRS Software Products' revenue totalled approximately $9,000,000 from some 1,200 customers, with over 1,500 installations worldwide. Dataware Technologies provides software and services to the rapidly growing CD-ROM marketplace. Dataware's software is used by more than 400 organizations worldwide, distributing more than 600 CD-ROM titles to over 100,000 end users. The software runs on DOS, Windows, Unix, and Macintosh-based systems. In 1992, according to one expert study, Dataware Technologies and BRS Software Products tied for third in market share of the text retrieval DBMS market. The acquisition should put Dataware in first place, according to an industry observer.

Founded in 1988, Dataware Technologies went public in July of 1993, registering over $33,000,000 in assets. BRS Software Products is not the only recent acquisition by Dataware. In January they also filed a letter of intent to acquire the assets of PCD-Consult AB, a Swedish distributor of Dataware's CD-Answer and CD-Author products. In the same month they purchased Megalith Technologies Inc., a Canadian CD-ROM distributor, for $3,000,000.

Dataware plans to preserve individual BRS Software product names, e.g., BRS/Search, after the integration. According to Kurt Mueller, chairman and CEO of Dataware, the combination of Dataware's CD-ROM with BRS' online/client-server support should provide a complete solution for customers. The combined product services will include data capture and conversion (data, text, graphics, multimedia), custom software development, project consulting, CD-ROM mastering and CD recordable services, maintenance services, training, and multimedia production services. Mueller also indicated they planned to start working with BRS Software Products' employees and customers immediately. Currently Dataware employs some 180 people worldwide and has established distribution in twelve European countries as well as the Pacific Rim and Canada. BRS currently employs some 110 people. In time, Dataware will create a next generation of products in each category that will replace BRS Software products, but customers will get an upgrade path to move to new products. Dataware plans to continue offering and supporting all products from the combined organizations until next generation software is produced.

Current prices should stay the same under existing agreements, though Dataware plans to add some additional pricing options. New limited upgrades will involve no extra expense to customers, but next generation products with major new features and enhancements may involve a price increase.

What Will Happen to ORBIT?

Nancy Lambert, The Better Mousetrap columnist

Patent and sci-tech literature searchers who depend on ORBIT breathed a sigh of relief at the big news of February 1, 1994. After several years of unease under a financially troubled Maxwell Communications Corp., ORBIT is now in what should be safe hands. Questel, a division of FTLIS, France Telecom Software and Systems Division, has bought the ORBIT portion of the former InfoPro Technologies.

I interviewed Frederic Spagnou, managing director of Questel; Richard Kurt, general manager of the U.S. Questel office; Marilee Winiarski, vice president of Marketing and Business Development at ORBIT; and Fuad Khorsandian, vice president of Sales at Derwent Inc., whose World Patents Index is the largest patent database mounted on both hosts. From them I gleaned facts and opinions.

In the U.S., the offices will merge; Questel staff in Alexandria, Virginia, will move into ORBIT's offices in McLean, Virginia. By the way, the three principal Questel people in the U.S. — Richard Kurt, Holly Chong-Williams, and David Dickens — all came to Questel from ORBIT and have intimate knowledge of both systems. Richard and Holly also worked for Derwent before ORBIT. In Europe, the organizations will maintain two offices, the original Questel office in Paris and the ORBIT office in London. The two will share responsibility for managing the expanded company.

The press release announcing the purchase stressed that, at least for now, the changeover should be transparent to

(continued on page 16)

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DATABASE INDUSTRY SCENE

(continued from page 14)

users. Questel will maintain the ORBIT system as well as its own, each searchable by its own software. Further, each will have its own marketing and customer support, much of it by current Questel and ORBIT staff. Contacts and help-desk phone numbers will stay the same for both systems. So will online prices, for now. [If you want to read the press release, you can find full text on the PIUG (Patent Information Users Group) public bulletin board on DialMail.]

Within 18 months, Questel plans to introduce a client/server architecture, a common platform for Questel and ORBIT customers that will in effect merge the best features of each software. Initially it will connect the hosts and permit searching of both with either command language. This will take place in a Windows-type environment that will deliver images as well as text. I will report more details as they become available.

The real benefits of the merger will become evident only after the interface is up and working. This is true not only for users but also for database producers, especially those now paying to mount their databases on both hosts. Questel, however, should benefit immediately from the economies of the merger. Revenues from both hosts will go into the same pot. Questel management promised increased investment in ORBIT's technological growth.

From the user's point of view, the merger seems logical, certainly more natural than the ORBIT-BRS merger (which, in fact, never really took place). The two hosts serve similar customers. Both have strong collections of sci-tech and intellectual property information, and each has valuable, unique databases. Together they mount a most impressive catalog of databases in those areas. Questel wants to expand its U.S. market and to expand ORBIT usage both here and abroad. It wants, in other words, to become a truly global company, with customers and information resources all over the world.

Several important questions remained unanswered at press time:

1. What will Questel name the new organization?

2. Who will head US operations of the merged Questel-ORBIT?

3. Will Questel maintain ORBIT's practice of locating field representatives in their own territories?

4. How will the gateway deal with search features unique to one host? For instance, Questel's MEM command can take selected parts of a field (e.g., only U.S. patents from an international patent family field) and place them on a select list for further manipulation. Questel has double truncation, numeric ranging, and other desirable features that ORBIT does not. ORBIT, in turn, has PowerSearch, a cross-file search and deduplication feature that works on patent files as well as some bibliographic databases. Searchers will want to use the strong features of both hosts together.

5. ORBIT had planned to add a number of European and French patent and trademark databases now on Questel. Will they still do so? Will they, perhaps, add only those most likely to succeed, and wait for the host interface to market the others on Questel to U.S. customers?

Answers to these questions and reports on developments as they occur will appear in later columns. If any readers want us to ask some other questions (or to share reactions), please get in touch.

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Tim Collins
Division General Manager
Vice President

Winter 1994

LOCAL TITLES AND SDI FEATURES ARE NOW AVAILABLE ON ERIC

To Our ERIC Subscribers:

If ERIC is Already Installed...

EBSCO is pleased to send you your updated ERIC disc. To install this new disc, all you have to do is remove your previous ERIC disc and replace it with the updated ERIC disc. If you subscribe to the full ERIC file you will have received Discs #1 and #2, if you subscribe to the current file only, you will have received Disc #1. (If you are within ERIC, just exit to the C:\> prompt before attempting to remove the disc.) **Please Note:** In order to make use of the New Local Titles and SDI featues *Eric Full File clients* should reinstall by typing **D:INSTALL ERIC** and press [Enter]. ("D" represents your CD-ROM drive letter in the installation command. Substitute your drive letter if different.) Access ERIC as usual by typing **ERIC** at your C:\> prompt. Your disc will install itself automatically. For more detailed instructions, please refer to your manual.

If This is Your First ERIC CD-ROM Disc...

Welcome to the innovative CD-ROM world of EBSCO Publishing. With the enclosed disc, you will soon be enjoying the most sophisticated and practical information available in this technology. If you subscribe to the full ERIC file you will have received Discs #1 and #2, if you subscribe to the current file only, you will have received Disc #1.

Installation of this disc is easy, provided you follow these simple directions!

1. Microsoft Extensions, version 2.1 or greater, must be installed before installing this CD-ROM disc. If you are using EBSCO's workstation, Extensions has already been installed. DO NOT REINSTALL! If you purchased your computer elsewhere, please be sure that Microsoft Extensions has been installed once.

2. Turn on your computer. Type: **CD\** and press the **[ENTER]** key. This accesses the root directory of the hard disk. If you get the same prompt, you are already there.

3. Insert the ERIC CD-ROM disc in the player. If you ordered the full ERIC file, and you have only one CD-ROM player, then insert Disc #1 in the player. EBSCO workstations and some other CD-ROM players require the use of a cartridge disc holder. Place the disc in the cartridge and insert it into the player.

4. Your ERIC software must be installed before you use it. To install ERIC, type: **D:INSTALL ERIC** and press the [ENTER] key. ("D" represents your CD-ROM drive letter in the installation command) NOTE: Most EBSCO workstations

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use "D" as the drive letter where you have placed Disc #1. "D" and "E" are the most common drive letters assigned to the CD-ROM player by the Microsoft Extensions program. Substitute your drive letter if different.

5. You will be prompted to answer several questions during the installation process. When the installation is complete, the following message will appear: "Successfully completed installation of ERIC." If you are networking and need networking directions, please contact Technical Support. For additional information please refer to your User Guide.

Practical Information

EBSCO Publishing has added Local Title and Selective Disemination of Information (SDI) capabilities to ERIC/EBSCO CD-ROM. You are now able to flag titles that you have in your collection, give the user specific information about certain titles, and compile reports of usage. Your ERIC/EBSCO CD-ROM Local Titles and SDI Features Supplement contains all the information you need to use these new features.

For Our Network Users

If you have your EBSCO-CD software installed on a LAN (Local Area Network), please refer to your network manager for installation of your new discs. It is important to be aware that you must have sufficient privilege to install and that no other users can be logged in during the installation process. You will find additional networking installation instructions in your EBSCO CD-ROM manual.

We look forward to assisting you and making your EBSCO CD-ROM experience a pleasant one. Help is available from our Technical Support Department at our toll-free line (1-800-758-5995) from 9 a.m. to 7:00 p.m. Eastern Time, Monday through Friday or FAX our Technical Support Department at 1-508-535-8523. Our Customer Service and Sales staff telephone number is 1-800-653-2726.

Debi Theriault
Customer Service

NISC
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Mr. Robert Stonehill, Director
ERIC Program
U.S.D.E./Office of Education Research and Improvement
555 New Jersey Avenue, NW
Washington, D.C. 20208-5720

January 19, 1994

Dear Mr. Stonehill:

I feel we made some good progress in our conversation yesterday. Let's keep up the dialog. As an afterthought, I'm enclosing a few items about NISC, and what our data suppliers can expect from working with us. These documents, however, apply to the usual type of arrangement which we structure and not the type of cooperative association we are trying to build. Under no other circumstances would I ever make as large a file as ERIC available through our software at such a low price point as I have pledged to you (i.e., \$38.00 for a quarterly updated CD-ROM, 1980-Present -- as well as the one-time backfile, 1966-1979). Please accept these documents as background material only since some of it may not be relevant to what we want to do. With this understanding, feel free to share these materials with your colleagues.

Please note that NISC alone provides *statistics on database usage*, as gathered from both CD-ROM and Internet users. We collect over a hundred statistics including all the search text itself, and whether or not the search was successful. With this information, it's easy for database managers to assess the real, practical needs of users. You can be sure that no significant trends will slip by (or show up too late to be acted upon). Both acquisitions and thesarus development can respond quickly and appropriately to new patterns and events. As the Internet begins to accelerate the use and provision of education resources, this kind of rapid, quantified feedback will become more and more valuable. Please read page two of *Database Publishing with NISC* for more details of our statistics-gathering module.

I look forward to demonstrating the thesaurus module as soon as we can schedule a meeting. I remain interested in your suggestions for refinements to the interface, and would be pleased to modify our software as you and the other ERIC officers consider appropriate for the types of end-users we hope to attract. Such interaction can lead to valuable insights.

Please be in touch with any questions or ideas. Good luck with the board meeting.

Sincerely,

Fred Dürr
Publisher

Encl.

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Please follow the installation instructions at the bottom of this letter.

October 29, 1993

Dear **ERIC on CD-ROM** Subscriber,

Welcome to the first edition of NISC's ERIC on CD-ROM. Please note that this issue (like all other NISC DISCs) must be installed directly from the CD-ROM. Installation instructions are provided below.

Our goal is to publish the best CD-ROM edition of ERIC. The data on this NISC DISC is clearer and more comprehensive than what is available on other systems. We permit three search modes. Choices range from simple to the most flexible (and informational) mode of set searching (see *User's Guide*, pages 39-53). Our January issue of ERIC will include fully functional display and search features for the ERIC Thesaurus. Please let your colleagues know about this free offer to ERIC on CD-ROM.

As always, where you think improvements can be made, please inform us. We promise to respond to your suggestions in a timely fashion. In one sense, ROMWRIGHT™ is your software, should you choose to influence its future development.

Sincerely,

W. Frederick Dürr
Publisher

INSTALLATION INSTRUCTIONS:
The software is installed directly from the CD-ROM. Place the NISC DISC in the CD-ROM drive, switch to the DOS prompt for the CD-ROM drive letter and type:

```
INSTALL    press <ENTER>
```

No installation code is required. NOTE: The **1980 to Present** disc must be used to install the software. This installation enables use of both the ERIC 1966 - 1979 as well as the 1980 - Present discs.

Follow the installation instructions as they appear on the screen. Read Chapter 2 of the *User's Guide* for additional information. Pages 19-21 explain the new (optional) NISC DISC configuration program - NWCONFIG.EXE.

To start the NISC DISC, type **NISC** from the root directory (usually the C:\> prompt) to access a menu to all the different NISC DISCs you have installed and select the NOVICE, ADVANCED or EXPERT mode of searching. Type:

```
C:\> NISC    press <ENTER>
```

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"I am impressed!...Your search package is a real step forward...the power of the system doesn't obscure a basic search process. When I switched to the EXPERT level (without reading the instructions) I expected to suffer the usual confusion. Not so!...You have done your homework on problems of doing searches, and have developed a search package that is considerably better than any I have seen."

— Robert Chesley, Education Consultant & former ERIC Director, December, 1993

If you currently use ERIC on CD-ROM, here's a great way to upgrade *and* save hundreds of dollars. Join the thousands of NISC DISC subscribers who've discovered the best search software. NISC DISCs are faster and more powerful, yet SilverPlatter™ and Dialog™ users feel right at home. Better still, *ERIC on CD-ROM* is free with another NISC DISC subscription! Your users will thank you, you'll save hundreds of dollars, plus you get *two* NISC DISC subscriptions for one low price.

ERIC on CD-ROM is the entire ERIC database, plus new documents announced in RIE and CIJE. You also get all ERIC Digests and the *Thesaurus of ERIC Descriptors*. This two-disc set can be used on any CD-ROM platform -- single-user PCs or networks. No extra charge for LAN or WAN access!

The Educational Resources Information Center (ERIC) database is the world's largest collection of educational materials, spanning more than a quarter century of federally-supported education resource management. ERIC has more than 830,000 bibliographic records of documents and journal articles, and approximately 8,000 records are added quarterly. Research papers, dissertations, conference proceedings, literature reviews, syllabi, curricula, and articles from approximately 800 education-related journals are indexed and abstracted for the database. And, NISC provides the exact hard-copy price of documents available from the ERIC Document Reproduction Service (EDRS).

ERIC Digests are timely two-page research syntheses reflecting the most valuable material entering the ERIC database. Prepared by specialists in the twenty main and adjunct ERIC clearinghouses, roughly 1,000 digests address all major topics in education.

The *Thesaurus of ERIC Descriptors* is the complete list of almost 10,000 official index terms used by the ERIC system. You'll be amazed by NISC's electronic implementation of the thesaurus. Advanced "word tree" navigation makes search term selection a snap.

—OVER—

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ERIC is used by teachers, students, parents, librarians, school boards, administrators, journalists, civil servants, and other professionals in every state and over 100 countries. Documents are acquired on specialized topics by the vast network of ERIC clearinghouses and related service organizations. Make the best use of the entire ERIC collection with NISC's *ERIC on CD-ROM*.

This advanced new ERIC CD-ROM is yours free with a subscription to any other NISC DISC priced $595 or higher. Why is NISC doing this? What better way to get to know NISC -- a fast-growing publisher of bibliographic and full-text databases. As a company in the public interest, NISC firmly believes that the work of education is too valuable *not* to make widely available. NISC's *ERIC on CD-ROM* is simply the best available, at an unbeatable price. Save even more time and money with each search of one of the world's most popular databases. Your order will arrive either quarterly or semi-annually, depending on the NISC DISC you choose. ***Don't miss this terrific two-for-one opportunity.***

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Hardware:	Any DOS-capable PC (IBM-compatible PC, XT/AT, PS/2, etc.) -- single station or network; any CD-ROM drive; monochrome or color monitor; 512k RAM available.
Availability:	Disc I, ERIC 1966-1979, and Disc II, ERIC 1980-Present, are shipped with the first issue of your "parent" NISC DISC subscription. Thereafter, Disc II updates are shipped with the parent NISC DISC update (either quarterly or semi-annually depending on the paid subscription update cycle).
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Control the OPTIONS MENU settings for all users, output to specific drives. Many more system configuration options for LANs.

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NISC BACKGROUND

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National Information Services Corporation (NISC), a CD-ROM publishing company, was founded by Fred Dürr in 1988. As of 1994, NISC is launching online and Internet services to broaden access to the full-text and bibliographic files it provides. NISC also produces such well-respected databases as *Selected Water Resources Abstracts.* Titles cover a wide range of topics in the natural sciences, social sciences, arts, and humanities. The two *Latin American Studies* volumes are one example of a comprehensive series on a particular region. NISC also publishes many popular titles, such as *Toastmaster and Speakers' Materials* on CD-ROM. Among our latest products are the POPLINE database of world population information, and the *Federal News CD-ROM,* featuring complete coverage of the premiere *via satellite* political news service, with full text of the speeches, interviews, and written statements of U.S. and world leaders.

NISC is a privately-held company whose staff is dedicated to serving the public interest. Offering top-quality information products at the lowest possible rates, NISC serves both the educator and the educated consumer. We are pleased to offer the complete ERIC database of education materials on CD-ROM *free* with a regular subscription to a NISC DISC. Other vendors charge as much as $1,850.00/year for this service. Also, because of its social importance, NISC's *Child Abuse and Neglect CD-ROM* is available free by written request, with no obligation.

A considerable portion of revenue is invested in product improvement and new product development. Product marketing is focused and efficient. NISC possesses an extremely valuable, regularly updated online and CD-ROM press release database and network of contacts. New titles are guaranteed to receive wide coverage in CD-ROM directories, catalogs, and books. NISC DISCs are regularly featured in such publications as *Information Today's* "CD-ROM Today," *CD-ROM Librarian, CD-ROM World, International CD-ROM,* and *CD-ROM Professional.* Committed to the interests of its customers and the general public, NISC is the conscientious choice of researchers seeking comprehensive coverage, superior software, and consistent value.

Global Perspective

NISC searches worldwide for high-quality data files. We solicit your help, regardless of database size, scope, or electronic format. Databases which are already available electronically (CD-ROM/online) usually can still be published on a NISC DISC or added to the NISCNET™ online services. If you are aware of a file which may be of value to your profession, and would like it published by NISC, please contact us.

Forty percent of NISC subscribers are foreign, a fast-growing, very significant market. As many as fifty foreign --and several domestic-- distributors list NISC DISCs among their information products. NISC DISCs are sold to the library market by MicroInfo, Updata, Readmore, and regional library cooperatives, as well as by general subscription services, such as EBSCO, Faxon, Serials Management of Canada, etc. NISC DISCs are used by professional organizations and individuals all over the world, on all types of PC equipment. NISC is particularly strong in developing countries, where CD-ROM is often the *only* practical means of access to large volumes of data. No other format puts each database in front of as many users worldwide.

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NISC is a family business with global perspective. We are dedicated to the publication of significant collections of information, for their research value and for dissemination in the scholarly and professional communities. NISC DISCs are produced according to the highest standards, from data "clean-up" and reformatting to indexing in various ways. The name of our search-and-retrieval software, "ROMWRIGHT™," reflects the craftsmanship that goes into each NISC DISC. We share the library community's devotion to the advancement of knowledge worldwide, and through our products and services, promote responsible social and ecological practices.

CD-ROM Publication

CD-ROM (Compact Disc - Read Only Memory) is one of several variations on the compact disc format popularized by the audio recording industry. CD-ROM allows rapid access to huge collections of data. The print equivqlent is approximately 400,000 pages. The high-density storage of compact disc media, about 1800 times that of a floppy diskette, permits access to such a tremendous volume of data from a standard desktop computer. Advanced data compression technology lets NISC provide still more information -- as much as 1.5 gigabytes on one disc! NISC has been able to place more of the ERIC database on one disc than any of its competitors.

NISC's team of software engineers is constantly developing superior products, using state-of-the-art techniques and standards. Their expertise, and close relationships with subscribers, have led to ROMWRIGHT™, the finest CD-ROM publishing software available. Users of other softwares find it familiar in appearance and easy to use, but with greater power and speed.

> *"I am impressed!...Your search package is a real step forward...the power of the system doesn't obscure a basic search process. When I switched to the EXPERT level (without reading the instructions) I expected to suffer the usual confusion. Not so!...You have done your homework on problems of doing searches, and have developed a search package that is considerably better than any I have seen."*
>
> — Robert Chesley, Education Consultant & former ERIC Director, December, 1993

The same ROMWRIGHT™ software is used for both CD-ROM and online services. POPLINE switched from SilverPlatter to NISC, both for ROMWRIGHT™'s advanced features and to cut training time by forty percent worldwide. NISC provides direct technical assistance by fax, phone, or our new bulletin board service on the Internet.

Using a NISC DISC -- A Search Mode to Suit Every User

ROMWRIGHT™ is designed for all users, from the curious high school student to the most demanding information specialist. Each NISC DISC has three *search modes*, **NOVICE, ADVANCED,** and **EXPERT.** The NOVICE mode searches the important textual portions of each record regardless of field (though searches can be restricted by Author and Publication Year). ADVANCED mode provides the versatility of "fill-in-the-blank" designation for all fields, which can be searched individually or in any combination. The EXPERT *set-searching* mode is ideal for pursuing a topic at length. New searches can be built upon others, and sets combined to yield precise results from a broad strategy. EXPERT greatly improves upon the search format most familiar to online users. Information professionals, online searchers, and other skilled users have given NISC high marks for EXPERT mode's flexible design and power.

All three search modes feature an important, interactive search aide, the AUTODEX™ (AUTOmatic inDEX). This pop-up index window lists every possible search word or phrase, displayed in either alphabetical or permuted order. Typing the first three letters of a word pops-up the index at the nearest match. Terms can be selected directly from the AUTODEX™ -- an easy way to construct searches without typing or spelling errors. Or, you can select any variant of the term. Also, for files which were indexed using a hierarchical thesaurus, NISC's automated thesaurus is completely state-of-the-art. Advanced navigation and browsing features make it easy to find terms at any level. Never before has thesaurus-based searching been this simple and rewarding.

NISC databases can be searched effectively with little or no training. Each title has its own system of context-sensitive help, which covers unique database fields as well as standard ROMWRIGHT™ commands and features. There is also a special program to provide extra software control in a multiuser environment, such as a library. Each NISC DISC includes a separate, very simple configuration program which lets the administrator customize the software as desired, restrict end-user control of software options, and optimize use on a network (LAN). For example, a specialized research library might use the NWCONFIG program to make available only the ADVANCED and EXPERT search modes, while a public library might choose just NOVICE to suit its walk-in patrons. You can tailor the software to suit your tastes, your end-users, and your hardware.

> *"NISC has a descriptive and attractive introductory menu screen which Dialog and other publishers should adopt...Online help is excellent, with clear sample search examples."*
>
> — Jill Powell, Cornell University Engineering Library, in "Beyond Compendex Plus: A Survey of Selected Core Engineering Compact Disc Databases," ***CD-ROM Professional***, V.4 No.5; September, 1991

A simple, user-friendly interface and unequalled search power is only half the story. Retrieved records can be displayed, sorted, and output in ways to suit any research purpose. NISC DISCs make it easy to print a citation for the reference desk, or compile an entire bibliography. Output can be sent to any printer, or to a file on disk. A variety of export formats make it simple to use the data in popular software applications, such as word processors, databases, desktop publishing programs, and bibliography managers. If necessary, however, NISC can restrict print or electronic file output.

More about NISC and making NISC DISCs

NISC adapts quickly to changes in the evolving CD-ROM industry. NISC is unique among CD-ROM publishers in its use of several database platforms (software architectures). This structural flexibility ensures optimal performance for each database. At the user level, however, commands

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and screens are consistent across the entire product line. In addition, NISC's development team is constantly achieving new levels of search speed. Unsurpassed search speed allows for more revisions or extensions of each search (and more searching). On a busy library network, the time saved can quickly add up to hours per week.

For qualitative feedback, NISC listens carefully to customers and data suppliers. Additionally, the software itself collects *usage statistics*, a detailed record of how each NISC DISC is being used. Over a hundred aspects of searching and output are recorded, but all behind the scenes so as not to disrupt or slow the user. NISC DISC customers return their statistical record on diskette (provided with each update), while the NISCNET™ online use is recorded at our site. Once the data has been tallied and analyzed, we know which terms are being searched, and how often, regardless of whether the search was successful. NISC uses these findings to guide product development, uniquely tailoring its software to the exact needs of its customers. Now for the first time ever, data suppliers can receive this essential information, which they can use to enhance their database services. *No other electronic publisher provides this service.*

NISC has many years of experience in all phases of optical disc production: equipment, data preparation and processing, database design, field definition and arrangement, data loading, compression, indexing (structured and free text), encryption, user-interface design, retrieval software, pre-mastering, and mastering in the standard High Sierra/ISO 9660 format. NISC uses its own ROMWRIGHT™ authoring system. ROMWRIGHT™'s superior access speed and retrieval power, advanced data compression, and full range of features including customization of the software options, have made it the first choice for discerning libraries and data suppliers. The U.S. Geological Survey, a recognized leader in U.S. Government CD-ROM efforts, subscribed to 150 of NISC's *Water Resources Abstracts* discs for its Reston, VA, headquarters, but to none of the same database as produced by OCLC, Silver Platter, or Compact Cambridge. Only NISC managed to put the data on just one CD-ROM. (George Knapp of the USGS's WRSIC division, 703/648-6823, conducted the review). ROMWRIGHT™'s superior data clean-up, conversion, and optimization, as well as the design and user interface of every NISC DISC, provide several major advantages over the CD-ROMs available from competing vendors.

◆

CD-ROM remains the best publishing medium for electronic data, providing convenient and cost-effective access to huge amounts of data. No telecommunications time or special environment such as a mainframe is needed, nor peculiar accompanying software. A vital extension of the desktop publishing industry, CD-ROM brings a wealth of new information products to the PC user. Many specialized products for niche markets, long-desired but previously not commercially viable, are now appearing thanks to the economies of CD-ROM.

Mr. Dürr is co-chair of the CD-ROM standards committee **CD-CINC**, the CD-ROM Consistent **IN**terface Committee, which meets regularly at the Library of Congress. Composed of prominent librarians and CD-ROM industry representatives, CD-CINC's goal is to recommend consistent commands and function key assignments for CD-ROM interfaces. A guiding principle in ROMWRIGHT™'s development has been to make switching among different CD-ROMs as easy as reading from one journal to the next.

NISC
National Information
Services Corporation

DATABASE PUBLISHING WITH NISC

Only NISC has ROMWRIGHT™ software

Database already available? Please read on. While many databases are available from multiple vendors, or are simply loaded onto the Internet, *availability* is not the same thing as *accessibility*. Thousands of customers, and many data suppliers, choose NISC because of the ROMWRIGHT™ software. Whether it's CD-ROM or the Internet, ROMWRIGHT™ puts databases in their best light and helps them get *used*. NISC's software brings order to each file, and centralizes data for new, organized constituencies of users. Though the information "superhighway" is still chaotic, NISC is the vehicle in the fast lane. So even if your database is already "out there," take another look at what NISC's ROMWRIGHT™ software can do for you.

The Publishing Agreement

The typical contractual arrangement NISC makes with a data supplier is a *publishing agreement*. Types of agreements range from an informal oral confirmation to substantially negotiated licenses. Enclosed is either a sample letter of permission, a memorandum of understanding, or our standard *non*-exclusive agreement. Many organizations, including federal agencies, have seen fit to endorse one of these agreements with few changes, if any. Negotiations may be desirable for issues such as restricting output of records to paper or file, or publishing exclusivity (for databases with limited marketability, high preparation costs, or market development requirements). Please let us know which clauses in this document would be problematic. Licenses typically run five years.

NISC DISC Subscriptions

Most NISC titles are available only by subscription; a subscription is a license to use the data for one year. Neither NISC nor its customers assume any right of ownership to the data. Following the initial release, update discs are sent at regular intervals (typically quarterly). Updates are cumulative, containing the previous issues' coverage plus new and corrected records. An update may feature the addition of a new database or valuable supplementary material. Any such addition would be selected for its ability to enhance the title and complement the files of the charter participants.

No obsolete versions will circulate. Subscribers are required to return or destroy the previous disc upon receipt of an update, and to return the final disc if not renewing.

Enforcement of the Subscription License

The database is encrypted to prevent direct browsing or downloading of files by non-subscribers. To prevent unauthorized installations, each subscriber receives a unique, four-character installation code with each issue of the NISC DISC. LAN and WAN licenses are similarly protected by unique codes. As an extra precaution, NISC DISCs contain a software device which renders the disc useless within a couple of months after the official expiration date. If the subscription is cancelled, the final disc becomes inoperable.

A Company in the Public Interest

Suite #6 • Wyman Towers • 3100 St. Paul Street • Baltimore, Maryland 21218 USA
Tel: (410) 243-0797 Fax: (410) 243-0982

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Note: Discs available for purchase, and some subscription discs, such as *ERIC on CD-ROM* and the *Child Abuse and Neglect CD-ROM*, require no installation code, nor return of the disc(s), nor do they expire.

Benefits of the Publishing Partnership

There is no cost to the data supplier in money, time, or preparation beyond an agreement and supplying the data. The only cost is to download and send us the database on 9-track magnetic tape, DAT tape, or diskette of any recorded density, format, and record layout/block specification. (See separate sheet *How to Send Your Data*). The supplier in turn receives a **complementary lifetime subscription** to the volume produced, including updates, and may even enjoy discounts on additional subscriptions. A number of suppliers also receive a royalty for each subscription sold and renewal thereto.

The supplier retains complete control and authority over the database. Full credit for developing the database is provided on the product label, on the introductory screen, and in documentation, including all promotional materials. All rights and copyrights are duly noted. As a result, data suppliers fully share the rewards of end-user and critical acclaim.

Statistics on Database Usage -- A Unique NISC Service

NISC is the only CD-ROM pubisher which provides its data suppliers with detailed statistics on how their databases have been searched. User statistics are collected by the NISC DISC's ROMWRIGHT™ software itself. All statistics are recorded unobtrusively, i.e., without disrupting or slowing the user in any way. Over a hundred aspects of software usage are recorded, including all search criteria and whether or not the search was successful. The statistical data is written to a floppy diskette which we provide with each update disc. We tally the data, analyse the different types of searches performed, and use these findings to guide product enhancement and development. Uniquely, NISC can tailor its software to the exact needs of its customers.

We provide these analyses to the data supplier. Included are separate indexes all for search terms which were found in the database or attempted (i.e., not found). From this data we can deduce the most sought-after topics. Another valuable statistic is the total number of records downloaded from the database, including subtotals for records output to a printer or to file. For the first time ever, data suppliers can receive this essential information, which they can use to maximize database usefulness.

NISC DISC Production and Product Support

The databases and successive updates thereto are prepared, processed, defined, arranged, loaded, compressed, indexed, encrypted, pre-mastered, mastered, and duplicated on an optical disc. All this is done entirely at NISC's *expense and risk*. NISC also produces and integrates the product's retrieval software, the disc label, and the NISC DISC packaging. The supplier has no responsibility for providing technical support, user manuals, instructional materials, training, or product updates. NISC does all of that as well as provide the *NISC DISC User's Guide*, a comprehensive reference manual. We usually ask the supplier to develop or assist with a brief "insider's" guide to the database. This would be an opportunity to describe the file's content, years of coverage, publications indexed, suggested search strategies, and other special considerations as appropriate.

Marketing and Sales Expectations

First releases inevitably require more data preparation and programming enhancements than updates. The second release will incorporate the refinements that stem from user reaction and critical reviews. Thereafter, NISC requires only twenty working days to produce each update.

Initial sales can be deceptively slow. It often takes six to eighteen months for prospective customers to learn about a new product. Then, customers often need to consult colleagues to gain purchase (subscription) approval, and/or work the subscription into the following year's budget.

We first obtain press coverage and list the title in all the proper CD-ROM database directories and distributor catalogues. We then mail directly to selected lists, post notices on appropriate electronic bulletin boards, and advertise to appropriate niche markets.

Breaking the Agreement

NISC would request, under a "gentlemen's agreement," that the files not be provided to a second CD-ROM publisher for at least 18-24 months following publication. We ask for this consideration so that we may have time to market the product and recover our production costs. NISC would not expect this request to be honored in the event that the supplier becomes truly dissatisfied with the product.

Typically none of our agreements binds the supplier to publishing exclusively with NISC. We feel the quality of our work should determine the continuance of our publishing partnerships, just as our unique integration of databases creates well-appreciated research tools for our customers. In some instances, however, we may require an exclusive arrangement in order to secure the product's market position. That would be the case for a database requiring an inordinant amount of our time and expense to clean-up and reformat.

Who Now Publishes with NISC?

NISC titles cover a range of topic areas from general consumer interest to the highly specialized information needs of academia and industry. We have much experience in publishing our trademark anthologies, or multidatabase NISC DISCs, which take best advantage of the unrestricting CD-ROM format. Databases in our international anthologies are provided by highly regarded institutions and professional societies in a host of different countries. Many of our data suppliers also publish paper copy; these institutions value CD-ROM publication for the additional exposure it gives hard-copy sales, and vice versa. We would be happy to supply you with references to our data suppliers, and/or customer references.

Guidelines for Reporting and Writing About People With Disabilities

Third Edition, 1990

Introduction

As professional communicators, educators, and human service providers, you are in a unique position to shape the public image of people with disabilities. The words and images you use can create a straightforward, positive view of people with disabilities or an insensitive portrayal that reinforces common myths and is a form of discrimination.

Here is a set of clear guidelines to help you make better choices in terms of language and portrayal. These *Guidelines* offer suggestions for appropriate ways to describe people with disabilities and explain preferred terminology. They reflect input from over 100 national disability organizations and have been reviewed and endorsed by media and disability experts throughout the country. Although opinions may differ on some terms, the *Guidelines* represent the current consensus among disability organizations. Portions of the Guidelines have been adopted into the *Associated Press Stylebook,* a basic text for media professionals.

Please use the *Guidelines* when you write or report about people with disabilities. If you would like more information, additional copies of the *Guidelines,* or an attractive 14 x 20 poster of disability writing style "do's" and "don'ts," contact: Media Project, Research and Training Center on Independent Living, Bureau of Child Research, University of Kansas, Lawrence, KS 66045. You can also phone: 913-864-4095 (voice/TDD).

The Research
& Training
Center on
Independent
Living

Funded in part by National Institute of Disability and Rehabilitation Research. ©1990 RTC/IL

A partial list of endorsees

Accent on Living Magazine, Bloomington, IL
Advocates for Children, New York, NY
Advocates for Persons With Disabling Conditions in Allied Health, Chicago, IL
American Association for the Advancement of Science, Washington, DC
American Society of Deaf Children, Silver Spring, MD
American Cleft Palate Association, Pittsburgh, PA
Arthritis Foundation, Atlanta, GA
Association for Children and Adults With Learning Disabilities, Pittsburgh, PA
Association for Persons With Severe Handicaps, Seattle, WA
Association for Retarded Citizens, Portland, OR
Association for Retarded Citizens of the U.S., Arlington, TX
Council for Advancement and Support of Education, Washington, DC
Council of State Administrators of Vocational Rehabilitation, Washington, DC
Disabled Ability Resource Environment, El Paso, TX
Disabilities Research and Information Coalition, Seattle, WA
Disability Focus, Inc., Washington, DC
Disability Rag
Epilepsy Foundation of America, Landover, MD
Gazette International Networking Institute, St. Louis, MO
Goodwill Industries of America, Inc., Bethesda, MD
Huntington's Disease Society of America, Inc., New York, NY
Kids on the Block, Columbia, MD
Mainstream Magazine
Mental Health Association of Colorado, Boulder, CO
National Amputation Foundation, Inc., Whitestone, NY
National Association of the Deaf, Silver Spring, MD
National Ataxia Foundation, Wayzata, MN
National CHALLENGE Committee, Washington, DC
National Down Syndrome Congress, Park Ridge, IL
National Down Syndrome Society, New York, NY
National Easter Seal Society, Chicago, IL
National Fraternal Society of the Deaf, Mt. Prospect, IL
National Head Injury Foundation, Framingham, MA
National Information Center for Handicapped Children and Youth, Washington, DC
National Mental Health Association, Alexandria, VA
National Organization on Disability, Washington, DC
National Spinal Cord Injury Association, Newton, MA
Prader-Willi Syndrome Association, Edina, MN
President's Committee on Employment of People With Disabilities, Washington, DC
United Scleroderma Foundation, Inc., Wastonville, CA
World Institute on Disability, Berkeley, CA

Partial list of appropriate terminology:

People who are

blind, visually impaired
deaf, hearing impaired
mentally retarded
nondisabled
physically disabled

Persons with or who have

cerebral palsy
Down syndrome
head injury
mental illness
paraplegia, quadriplegia
partial hearing loss
seizure disorder
specific learning disability
speech impairment

Portrayal issues

Please consider the following when writing about people with disabilities.

1. Do not focus on a disability unless it is crucial to a story. Avoid tear-jerking human interest stories about incurable diseases, congenital impairments, or severe injury. Focus, instead, on issues that affect the quality of life for those same individuals, such as accessible transportation, housing, affordable health care, employment opportunities, and discrimination.

2. Do not portray successful people with disabilities as superhuman. Even though the public may admire superachievers, portraying people with disabilities as superstars raises false expectations that all people with disabilities should achieve at this level.

3. Do not sensationalize a disability by saying afflicted with, crippled with, suffers from, victim of, and so on. Instead, say *person who has multiple sclerosis* or *man who had polio.*

4. Do not use generic labels for disability groups, such as "the retarded," "the deaf." Emphasize people not labels. Say *people with mental retardation* or *people who are deaf.*

5. Put people first, not their disability. Say *woman with arthritis, children who are deaf, people with disabilities.* This puts the focus on the individual, not the particular functional limitation. Because of editorial pressures to be succinct, we know it is not always possible to put people first. If the portrayal is positive and accurate, consider the following variations: disabled citizens, nondisabled people, wheelchair-user, deaf girl, paralyzed child, and so on. Crippled, deformed, suffers from, victim of, the retarded, infirm, etc. are **never** acceptable under any circumstances.

6. Emphasize abilities not limitations. Consider: *uses a wheelchair/braces, walks with crutches,* rather than confined to a wheelchair, wheelchair-bound, or is crippled. Similarly, do not use emotional descriptors such as unfortunate, pitiful, and so forth.

Disability groups also strongly object to using euphemisms to describe disabilities. Blind advocates dislike partially sighted, because it implies avoiding acceptance of blindness. Terms such as handicapable, mentally different, physically inconvenienced, and physically challenged are considered condescending. They reinforce the idea that disabilities cannot be dealt with upfront.

7. Do not imply disease when discussing disabilities that result from a prior disease episode. People who had polio and experience aftereffects years later have a *postpolio disability.* They are not currently experiencing the disease. Do not imply disease with people whose disability has resulted from anatomical or physiological damage (e.g., person with spina bifida or cerebral palsy). Reference to disease associated with a disability is acceptable only with chronic diseases, such as arthritis, Parkinson's disease, or multiple sclerosis. People with disabilities should **never** be referred to as patients or cases unless their relationship with their doctor is under discussion.

8. Show people with disabilities as active participants of society. Portraying persons with disabilities interacting with nondisabled people in social and work environments helps break down barriers and open lines of communication.

Appropriate terminology

Listed below are preferred words that reflect a positive attitude in portraying disabilities.

Blind. Describes a condition in which a person has loss of vision for ordinary life purposes. *Visually impaired* is the generic term preferred by some individuals to refer to all degrees of vision loss. Use *boy who is blind, girl who is visually impaired,* or *man who has low vision.*

Cleft lip. Describes a specific congenital disability involving lip and gum. The term hare lip is anatomically incorrect and stigmatizing. Use *person who has a cleft lip* or *has a cleft palate.*

Congenital disability. Describes a disability that has existed since birth but is not necessarily hereditary. The term birth defect is inappropriate.

Deaf. Deafness refers to a profound degree of hearing loss that prevents understanding speech through the ear. *Hearing impaired* is the generic term preferred by some individuals to indicate any degree of hearing loss—from mild to profound. It includes both hard of hearing and deaf. *Hard of hearing* refers to a mild to moderate hearing loss that may or may not be corrected with amplification. Use *woman who is deaf, boy who is hard of* *hearing*, or *people who are hearing-impaired.*

Developmental disability. Any mental and/or physical disability that has an onset before age 22 and may continue indefinitely. It can limit major life activities. Term includes individuals with mental retardation, cerebral palsy, autism, epilepsy (and other seizure disorders), sensory impairments, congenital disabilities, traumatic accidents, or conditions caused by disease (polio, muscular dystrophy, etc.)

Disability. General term used for a functional limitation that interferes with a person's ability, for example, to walk, lift, hear, or learn. It may refer to a physical, sensory, or mental condition. Use as descriptive noun or adjective, such as *persons who are mentally and physically disabled* or *man with a disability. Impairment* refers to loss or abnormality of an organ or body mechanism, which may result in disability.

Down syndrome. Describes a form of mental retardation caused by improper chromosomal division during fetal development. Mongol or mongoloid are unacceptable.

Handicap. Not a synonym for disability. Describes a condition or barrier imposed by society, the environment, or by one's own self. Handicap can be used when citing laws and situations but should not be used to describe a disability. Say *The stairs are a handicap for her.*

Head injury. Describes a condition where there is temporary or long-term interruption in brain functioning. Use *persons with head injury, people who have sustained brain damage, woman who has traumatic brain injury,* or *boy with a closed head injury.*

Learning disability. Describes a permanent condition that affects the way individuals with average or above-average intelligence take in, retain, and express information. Some groups prefer *specific learning disability,* because it emphasizes that only certain learning processes are affected. Do not say slow learner, retarded, etc. Use *has a learning disability.*

Mental disability. The Federal Rehabilitation Act (Section 504) lists four categories under mental disability: psychiatric disability, retardation, learning disability, and (physical) head trauma. Use these four terms for specific instances; otherwise, *mental disability* or *cognitive impairment* is acceptable.

Mental illness. Words such as crazy, maniac, lunatic, demented, and psycho are offensive and should never be applied to people with mental health problems. Psychotic, schizophrenic, neurotic, and other specific terms should be used only in proper context and checked carefully for medical and legal accuracy. Acceptable terms are *people with emotional disorders, psychiatric illness, mental problems, or mental disabilities.*

Nondisabled. Appropriate term for people without disabilities. Normal, able-bodied, healthy, or whole are inappropriate.

Seizure. Describes an involuntary muscular contraction, a brief impairment or loss of consciousness, etc. resulting from a neurological condition, such as epilepsy. Rather than epileptic, say *girl with epilepsy* or *boy with a seizure disorder.* The term convulsion should only be used for seizures involving contraction of the entire body.

Small/short stature. Do not refer to people under 4'10" as dwarfs or midgets. Use *person of small (or short) stature.* Dwarfism is an accepted medical term, but it should not be used as general terminology. Some groups prefer "little people." However, that term implies a less than full, adult status in society.

Spastic. Describes a muscle with sudden abnormal and involuntary spasms. Not appropriate for describng someone with cerebral palsy. Muscles are spastic, not people.

Special. Describes that which is different or uncommon about any person. Do not use to describe persons with disabilities (except when citing laws or regulations).

Speech disorder. A condition in which a person has limited or difficult speech patterns. Use *child who has a speech disorder.* For a person with no verbal speech capability, use *woman without speech.* Do not use mute or dumb.

Spinal cord injury. Describes a condition in which there has been permanent damage to the spinal cord. *Quadriplegia* denotes substantial or total loss of function in all four extremities. *Paraplegia* refers to substantial or total loss of function in the lower part of the body only. Say *man with paraplegia* or *woman who is paralyzed.*

ENROLLMENT FORM

Please return this form to:

The National Dissemination Association
Attn.: C. Lynwood Erb, Membership Chair
2635 Yeager Road, Suite D
West Lafayette, Indiana 47906
317/497-3269
FAX 317/497-3461

Please enclose a check or money order for the desired membership level, made payable to the **National Dissemination Association**, or send a purchase order to receive an invoice.

es, please enroll me as a member of the National Dissemination Association (NDA).

Name: ____________________

Position: __________ Phone: __________

School/Company Name: ____________________

Address: ____________________

____

EVELS OF MEMBERSHIP

There are four different membership options available for enrollment in the NDA.

INSTITUTIONAL MEMBERSHIP	RATE
Funded Institutional Members *Projects/Agencies Receiving Federal Grants*	$300.00
Nonfunded Institutional Members *All Other Projects/Agencies*	$100.00
Associate Members *Staff Members of Funded Projects Holding Institutional Membership and Dissemination Projects Which Are Not Funded*	$50.00
INDIVIDUAL MEMBERSHIP	
Other Individuals, Not Associated With a Dissemination Project, Interested in Educational Dissemination	$25.00

NDA
National Dissemination Association
4732 North Oracle Rd., Suite 217
Tucson, Arizona 85705
602/888-2838
FAX 602/888-2621

NDA
National Dissemination Association

he NDA is dedicated to the improvement of American education through the identification, transfer, and implementation of proven educational systems, practices, and products.

an invitation to join . . .

ou are invited to become a member of a professional association supporting the dissemination and implementation of effective educational systems, programs, and practices . . . the **National Dissemination Association (NDA)**.

HAT IS THE NDA?

The National Dissemination Association (NDA), incorporated since 1982, is a professional association dedicated to the improvement of American education through the identification, transfer, and implementation of proven educational systems, practices, and products.

The NDA supports both agencies and professionals that provide practitioners with the best available solutions to educational problems. This allows educators to take advantage of effective practices at a fraction of the cost of initial development.

The case for educational dissemination is perhaps best made by President Clinton:

> *"The most challenging thing I ever faced as governor—and the most continually frustrating—was going into our schools and realizing that virtually every challenge in American education has been met successfully by somebody somewhere.*
>
> *". . . there have to be ways to recognize the plain fact that . . . you can find virtually every problem in our country solved by somebody in an astonishingly effective fashion if you look at enough schools. . . ."*
>
> – 14 May 1993

HAT DO MEMBERS RECEIVE?

The NDA provides all of its membership with a variety of benefits, including:

- Marketing and promoting educational dissemination.
- Networking dissemination professionals and organizations.
- Providing professional development in the field of educational dissemination.
- Representing the interests of the professional dissemination community to Congress, federal administrators, and national educational policy decision makers.
- Publishing an annual catalogue of effective programs—*Educational Programs That Work*—describing all the educational programs validated by the U.S. Department of Education.
- Holding workshops and seminars. Each year the Association sponsors one or more professional development seminars. The meetings focus on a variety of issues identified by NDA members as critical to their professional growth.
- Making available free or at a discount to its members a variety of publications of professional interest.
- Providing an association membership/discount card (as professionals in the field of educational dissemination generally travel), honored by major hotels, car rental agencies, and other travel brokers.
- Publishing and distributing a monthly newsletter, *The Update*, providing timely information to members about issues affecting the dissemination of effective educational systems, programs, products, and processes.

The Update is mailed to every state, all U.S. territories, and to Canada. It is read on Capitol Hill, at the Department of Education headquarters, and in the Executive Office Building adjacent to the White House.

One NDA member called *The Update* the "liveliest education report" she receives; another member has remarked that *The Update* is the "only newsletter I read as soon as it arrives, and every word."

HO ARE CURRENT NDA MEMBERS?

Sharing a dedication to the mission, the NDA is comprised of members from all parts of the United States. They are teachers, program directors, school staff members, parents, district administrators, community educators, and others—all of whom care about improving the quality of American education.

OW DO I BECOME A MEMBER?

The NDA is currently enacting a planned, gradual expansion of its membership to allow it to extend the message of dissemination as an effective means of educational improvement to a wider audience. The Association's board of directors believe that most educators desire growth and are receptive to the adaptation and implementation of effective practices.

If you would like to be a part of the NDA's leadership efforts, simply complete and return the enrollment form attached.

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ERIC KEYS

ERIC Clearinghouse on Adult, Career, and Vocational Education

Searching ERIC by Document Type

by Judith O. Wagner

1993

The ERIC database contains many types of publications. Each document and journal article in the database is assigned a Publication Type Code that is searchable online and on CD-ROM. Combine the publication type with your subject matter to limit your results to a particular publication type.

The major vendors offering the ERIC database provide access to publication type data; searchers can use this field to limit the output and improve the relevance of their search. Examples below show how this is done.

DIALOG (Online or CD-ROM Command Search)*

Access using the prefix **DT=** followed by the Publication Type Code (see reverse for a list of the codes)

Example: ***DT=143* and vocational education**
This will retrieve research and technical reports in vocational education.

*For CD-ROM Easy Menu Search, use Document Type search option

BRS (Online Only)

Access using the Publication Type Code followed by **.PT.**

Example: ***052.pt.* and adult-literacy**
This will retrieve teaching guides in adult literacy.

SilverPlatter (CD-ROM Only)

Access using the Publication Type Code followed by **in DT**.

Example: ***120 in dt* and career-change**
This will retrieve viewpoints and opinion papers regarding career change.

On the back of this page is a list of the ERIC Publication Type Codes.

Developed with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract No. RR93002001. The opinions expressed do not necessarily reflect the opinions or policies of OERI or the Department.

CENTER ON EDUCATION
AND TRAINING FOR EMPLOYMENT
THE OHIO STATE UNIVERSITY
1900 KENNY ROAD · COLUMBUS OHIO 43210

ERIC Publication Types

Code	Publication Type
010	BOOKS
	COLLECTED WORKS
020	— General
021	— Conference Proceedings
022	— Serials
030	CREATIVE WORKS (Literature, Drama, Fine Arts)
	DISSERTATIONS/THESES
040	— Undetermined
041	— Doctoral Dissertations
042	— Masters Theses
043	— Practicum Papers
	GUIDES
050	— General
	— Classroom Use
051	— Instructional Materials (for Learner)
052	— Teaching Guides
055	— Nonclassroom Use (for administrative and support staff; for teachers, parents, clergy, researchers, counselors, etc. in nonclassroom situations)
060	HISTORICAL MATERIALS
070	INFORMATION ANALYSES (state-of-the-art papers, research summaries, reivews of the literature)
071	— ERIC Information Analysis Product
072	— Book/Product Reviews
073	— ERIC Digests (Selected) in Full Text
080	JOURNAL ARTICLES
090	LEGAL/LEGISLATIVE/REGULATORY MATERIALS
100	AUDIOVISUAL/NONPRINT MATERIALS
101	— Computer Programs
102	— Machine-Readable Data Files
110	STATISTICAL DATA
120	VIEWPOINTS (Position Papers, Opinion Papers, Essays, etc.)
	REFERENCE MATERIALS
130	— General
131	— Bibliographies/Annotated Bibliographies
132	— Directories/Catalogs
133	— Geographic Materials/Maps
134	— Vocabularies/Classifications/Dictionaries
	REPORTS
140	— General
141	— Descriptive (i.e., Project Descriptions)
142	— Evaluative/Feasibility
143	— Research/Technical
150	SPEECHES, CONFERENCE PAPERS
160	TESTS, EVALUATION INSTRUMENTS
170	TRANSLATIONS
171	— Multilingual/Bilingual Materials

ERIC
Operated by
DOCUMENT REPRODUCTION SERVICE
CINCINNATI BELL INFORMATION SYSTEMS INC.

CBIS FEDERAL INC.
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852
(800) 443-ERIC · (703) 440-1400
FAX (703) 440-1408

MEMORANDUM

To: All Standing Order Customers
From: Peter M. Dagutis, Director EDRS
Date: Subscription Updates

August 31, 1993
ERIC *Resources in Education* (RIE) Microfiche, August 1993 issue. ED 355 331-356 311 (981 titles) **(1278 Total Microfiche)**
Remakes: ED 353 346 2 of 2 (This microfiche was labeled incorrectly as ED 353 346 1 of 2 in the May shipment)

September 30, 1993
ERIC *Resources in Education* (RIE) Microfiche, September 1993 issue. ED 356 312-357 135 (824 Titles) **(1153 Total Microfiche)**
Remakes: ED 353 346 (2 of 2); ED 355 054 (2 Microfiche); ED 356 093
Microfiche ED 353 346 was labeled incorrectly as ED 353 346 1 of 2 in the May shipment.

October 29, 1993
ERIC *Resources in Education* (RIE) Microfiche, October 1993 issue. ED 357 136-358 233 (1098 titles) **(1423 Total Microfiche)**
Remakes: ED 357 893 (2 of 2); ED 341 891; ED 341 892

November 30, 1993
ERIC *Resources in Education* (RIE) Microfiche, November 1993 issue. ED 358 234-359 315 (1082 titles) **(1494 Total Microfiche)**
Remakes: ED 346 002

December 30, 1993
ERIC *Resources in Education* (RIE) Microfiche, December 1993 issue. ED 359 316-360 465 (1150 titles) **(1618 Total Microfiche)**
Included with the December shipment is a Supplementary Listing of Level 3 Accessions prepared by the ERIC Processing and Reference Facility. This supplement covers the period from January 1989 through December 1993. Also included for your convenience is a copy of EDRS's 1994 On Demand Order Form which reflects new on demand document prices.

January 31, 1994
ERIC *Resources in Education* (RIE) Microfiche, January 1994 issue. ED 360 466-361 466 (1001 titles) **(1300 Total Microfiche)**
Remakes: ED 359 061 (1 of 2)

February 28, 1994
ERIC *Resources in Education* (RIE) Microfiche, February 1994 Issue. ED 361 467-362 621 (1155 Titles) **(1540 Total Microfiche)**

Change of Address Policy:
CBIS requires all customers to inform us of any changes in their delivery address as soon as possible. United Parcel Service (UPS) assesses a fee for packages forwarded to a new location. To date, CBIS has absorbed this cost, however, due to the increase in the number of these charges, CBIS will immediately begin to invoice the customer for these charges. Please inform all appropriate departments and personnel of this matter. You may fax or mail your written notice to: EDRS/CBIS Federal Inc., 7420 Fullerton Road, Suite 100, Springfield, VA 22153-2852 (800) 443-ERIC or (703) 440-1400; FAX (703) 440-1408

March 31, 1994
ERIC *Resources in Education* (RIE) Microfiche, March 1994 issue. ED 362 622-363 686 (1065 Titles) **(1506 Total Microfiche)**
Remakes: ED 353 350; ED 359 932; ED 360 220; ED 360 221; ED 361 029; ED 361 130 (3 of 3); ED 362 439

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[Information summarized above was taken from transmittal memorandums from EDRS to Standing Order Customers during the period August 1993 - March 31, 1994, and from the Packing Slips for the corresponding shipments.]

diaskeuast

\ˌdī-ə-ˈskyü-ˌast\ *n* **:** one who makes a revision **:** editor

With Thomas Wentworth Higginson serving as *diaskeuast*, Lavinia gathered together the poems that her late sister had squirreled away and published them in 1890 as "Poems of Emily Dickinson."

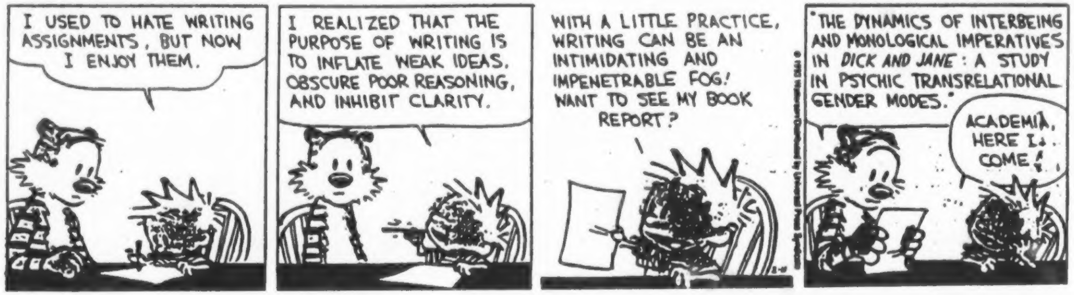
I have a spelling checker,
It came with my PC;
It plainly marks four my revue
Mistakes I cannot sea.

I've run this poem threw it,
I'm sure your pleased too no,
It's letter perfect in it's weigh,
My checker told me so.

...Source: Unknown

Calvin and Hobbes

By Bill Watterson


I USED TO HATE WRITING ASSIGNMENTS, BUT NOW I ENJOY THEM.
I REALIZED THAT THE PURPOSE OF WRITING IS TO INFLATE WEAK IDEAS, OBSCURE POOR REASONING, AND INHIBIT CLARITY.
WITH A LITTLE PRACTICE, WRITING CAN BE AN INTIMIDATING AND IMPENETRABLE FOG! WANT TO SEE MY BOOK REPORT?
"THE DYNAMICS OF INTERBEING AND MONOLOGICAL IMPERATIVES IN *DICK AND JANE*: A STUDY IN PSYCHIC TRANSRELATIONAL GENDER MODES."
ACADEMIA, HERE I COME!

From a paper on Journalism Education, RIEFEB93 (CS 214 029)